

Title NO. 11222 - 10-11-10

Author

Accession No.

Call No.

[illegible]

Call No.

[illegible]

Call No.

[illegible]

OXFORD COURSE
IN
ENGLISH COMPOSITION

OXFORD UNIVERSITY PRESS

Rs 2-4

365 (C) 170

171

171 171 171 171

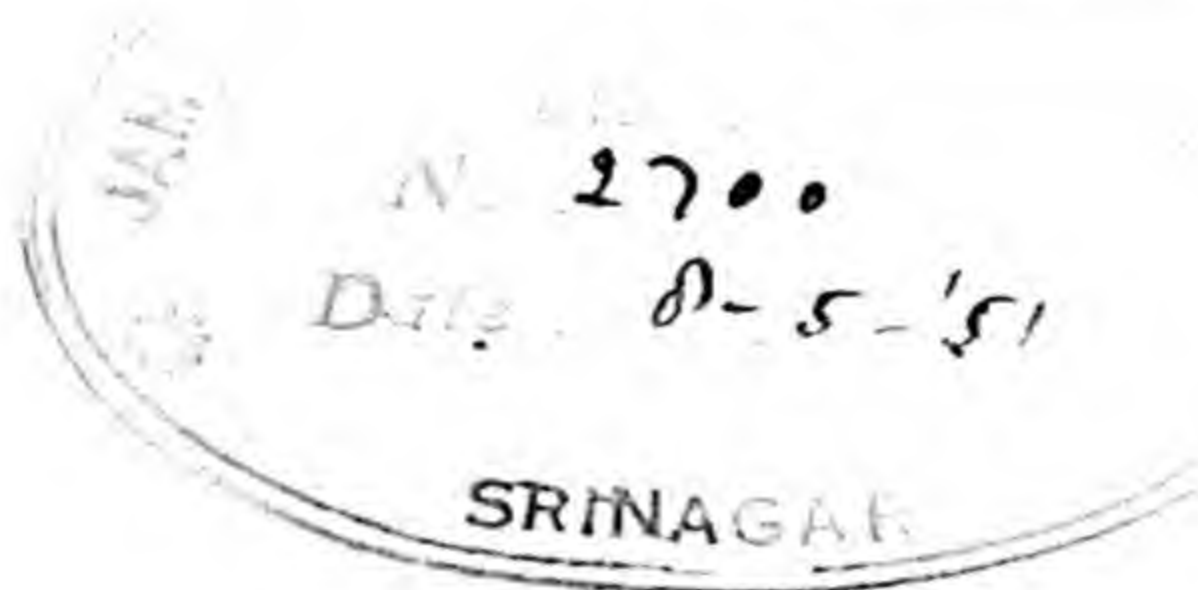
171 171

171 171

171 171 171

OXFORD COURSE
IN
ENGLISH COMPOSITION

ST/22



ST 01
TS



GEOFFREY CUMBERLEGE
OXFORD UNIVERSITY PRESS

Oxford University Press, Amen House, London E.C.4

GLASGOW NEW YORK TORONTO MELBOURNE WELLINGTON
BOMBAY CALCUTTA MADRAS CAPE TOWN

Geoffrey Cumberlege, Publisher to the University

First edition 1931

Second revised edition 1933

Reprinted 1935, 1936, 1937 (*twice*),

1939, 1940, 1943, 1945 (*twice*),

1946, 1947, 1948, 1949

PRINTED IN INDIA

FROM PLATES BY P. C. CHATTERJEE AT THE MODERN ART PRESS,

1/2, DURGA PITURI LANE, CALCUTTA AND PUBLISHED

BY GEOFFREY CUMBERLEGE, OXFORD

UNIVERSITY PRESS, CALCUTTA

CONTENTS

SECTION I. THE SENTENCE

CHAP.		PAGE
I	THE SENTENCE	1
II	ANALYSIS	3
III	JOINING SENTENCES	20
IV	SEQUENCE OF TENSES	38
V	DIRECT AND INDIRECT NARRATION	39

SECTION II. AIDS TO WRITING CORRECT ENGLISH

VI	CAPITAL LETTERS AND PUNCTUATION MARKS	56
VII	THE ARTICLE	59
VIII	AGREEMENT	63
IX	SHALL AND WILL	66
X	THE FORMATION OF WORDS	67
XI	SOME EXPRESSIVE WORDS	73
XII	SOME EXPRESSIVE PHRASES	87
XIII	THE CORRECT USE OF PREPOSITIONS	94
XIV	SOME COMMON ERRORS CORRECTED	102

SECTION III. ENGLISH COMPOSITION

XV	STORY-WRITING	108
XVI	EXPANSION	138
XVII	PARAPHRASE	146

CHAP.		PAGE
XVIII	PRÉCIS-WRITING	153
XIX	PASSAGES IN PROSE AND VERSE	158
XX	DIALOGUE-WRITING	169
XXI	PARAGRAPH-WRITING	182
XXII	ESSAY-WRITING	194

SECTION IV. LETTER-WRITING

XXIII	HOW TO WRITE A LETTER : FIRST STAGE	243
XXIV SECOND STAGE	251
XXV	FORMAL INVITATIONS	263

SECTION V. APPENDIX : TEST-PAPERS	270
---	-----

SECTION I

THE SENTENCE

CHAPTER I

THE SENTENCE

Read carefully the following groups of words :—

1. The man threw a stone at a bird.
2. The sparrow chirps.
3. Babu, read your lessons.
4. He did not go to school.
5. Are you the monitor of your class ?
6. What a nice day !

Each of these groups of words expresses some complete sense.

A word or a group of words expressing some complete sense is
a SENTENCE.

(a) A sentence states or declares something ; as—

- (1) My father gave me a book.
- (2) Tigers do not eat grass.
- (3) If the boys study well, they will be promoted.

A sentence that states or declares something is an **assertive or declarative sentence.**

(b) A sentence can express a desire or a request ; as—

- (1) Joshi, bring that book.
- (2) Don't disturb me.
- (3) Go.

A sentence that expresses a desire or a request is an **imperative sentence.**

(c) A sentence can ask a question ; as—

- (1) Did you see the new moon ?
- (2) Was the doctor not at home ?
- (3) Have all boys done this sum ?

A sentence that asks some question is an **interrogative sentence**.

- (d) A sentence can express some strong or sudden feeling ; as—
 - (1) How sweet is the rose !
 - (2) What a pity !
 - (3) How dreadful !

A sentence that expresses strong or sudden feeling is an **exclamatory sentence**.

Every sentence must have at least one finite verb. For, without a finite verb, a sentence cannot make complete sense.

While writing sentences, remember that :—

- (a) Every sentence begins with a capital letter.
- (b) A period or full stop, i.e. the sign (.), is placed at the end of every declarative or imperative sentence.
- (c) The sign of interrogation(?) is placed at the end of every interrogative sentence.
- (d) The sign of exclamation (!) is placed at the end of every exclamatory sentence.

EXERCISES

Point out in the case of each of the following sentences whether it is Declarative, Imperative, Interrogative, or Exclamatory :—

1. There are many pretty flowers in his garden.
2. My cousin did not win the scholarship.
3. Who was the author of the *Ramayana* ?
4. Go to the ant, and learn its ways.
5. How beautiful !
6. Did you ever see such a beautiful tree before ?
7. Thou shalt not bear false witness against thy neighbour.
8. The Rana of Udaipur never submitted to the Moguls.
9. What a noise !
10. Don't you say your prayers in the morning ?
11. The dog is a much more useful animal than the cat.
12. Did you not try that sum in Algebra ?
13. Hand over your copy books.
14. Will you please give me a cup of water ?
15. Wait here till I return.

CHAPTER II

ANALYSIS

REVISION

When we break up a sentence, and distinguish and name its different parts, we analyse it.

A sentence expresses some complete thought. It can do so only if it makes a statement about something.

The naming part, that is the part showing about what the statement is made, is the subject. The stating part is the predicate.

In the sentence, *Dogs bark*, *dogs* shows about whom or what the statement is made. It is the subject. *Barks* states what is said about the subject (*dogs*). It is the predicate.

Every predicate must have a finite verb.

THE SIMPLE SENTENCE

When a sentence expresses one single thought, i.e. when it has only one predicate, it is a simple sentence.

Sometimes the predicate verb in a sentence takes an object. Then the verb, together with the object, forms the entire predicate.

EXAMPLES

1. Yusuf/called him.
2. We/gave them money.

In the second example, the verb gave has two objects—them (the indirect object), and money (the direct object). In such cases, both the objects are parts of the predicate.

ENLARGEMENTS

A word or words added to the subject, predicate, or object will modify the meaning of that element.

What is added to modify the meaning of the subject is the **enlargement of the subject**.

Children respect their parents.

Good children respect their parents.

In the second sentence, **good** is added to the subject (children) to modify its meaning. So **good** is the enlargement of the subject.

What is added to modify the meaning of the object is the **enlargement of the object**.

She loves children.

She loves **good** children.

In the second sentence, **good** is added to the object (children) to modify its meaning. So **good** is the enlargement of the object.

What is added to modify the meaning of a simple predicate (i.e. the predicate verb) is the **enlargement of the predicate**.

The fire burns.

The fire burns **brightly**.

In the second sentence, **brightly** is added to the simple predicate (burns) to modify its meaning. So **brightly** is the enlargement of the predicate.

THE COMPLEMENT

Certain intransitive verbs require an additional word or words to complete their meaning. They are called **verbs of incomplete predication**, or **incomplete verbs**.

The scene was lovely.

Here the predicate verb **was** is incomplete, and does not make full sense by itself. **Lovely** is added to it and then only does the predication become complete.

What is added to complete the meaning of a verb of incomplete predication is the **complement**, or the complement of the predicate.

NOTE.—In the above example, the complement **lovely** refers to scene, the subject of **was**, an intransitive verb. Such a complement is called a **subjective complement**.

Certain transitive verbs also may require, besides the object, an additional word or words to complete their meaning.

The master made him a monitor.

Here the complement (a monitor) refers to the object of made, a transitive verb. Such a complement is called an objective complement.

THE CLAUSE

A group of words having subject and predicate, and used as a part of a sentence is a clause.

A clause containing the main or leading thought of the whole sentence is the principal clause. A principal clause can stand as an independent sentence.

A clause depending on another clause for its meaning is a subordinate clause. A subordinate clause cannot stand as an independent sentence.

EXAMPLES

I came home/**when it began to rain.**

Ye open the eastern windows,/**that look towards the sun.**

Go to the ant, thou sluggard,/**learn her ways, and be wise.**

Each part separated above by a bar has a subject and a predicate ; therefore each is a clause. The parts put in ordinary roman types can by themselves stand as full sentences too ; therefore they are principal clauses. The parts in black type cannot stand by themselves as independent sentences, therefore they are subordinate clauses.

Subordinate clauses are of three kinds, according to their function.

(1) A subordinate clause used as a noun is a noun clause ; as—

That he will get the prize is certain.

Let me know where he lives.

(2) A subordinate clause used as an adjective is an adjective clause ; as—

A word **which** is the name of a thing is a noun.

(3) A subordinate clause used as an adverb is an adverb clause ; as—

I returned home as soon as it rained.

THE COMPLEX SENTENCE, THE DOUBLE SENTENCE, THE MULTIPLE SENTENCE

A sentence having only one principal clause, and one or more subordinate clauses is a **complex sentence** ; as—

Football is a good game to play/**when** the weather is not too hot

What matters/**where**

A true man's cross may stand ?

A sentence having two principal clauses (with or without any subordinate clause) is a **double sentence** ; as—

The doctor did his best,/but the patient died.

A sentence having more than two principal clauses (with or without any subordinate clause) is a **multiple sentence** ; as—

The way was long, the wind was cold,

The minstrel was infirm and old.

NOTE.—A word joining a subordinate clause to the principal clause is a subordinate conjunction.

A word joining two clauses of the same kind is a co-ordinating conjunction.
Clauses joined by a co-ordinating conjunction are co-ordinate clauses.

HOW TO ANALYSE

I. To analyse a simple sentence, we distinguish :—

1. The subject and its enlargement ;
- 2 (a) The predicate, together with its complement and its enlargement ;
- (b) The object and its enlargement.

II. To analyse a complex sentence, we distinguish :—

1. The principal clause ;
2. The subordinate clauses ; their kind according to their function, the principal or subordinate clause on which they depend, and the connective being named.

The principal clause and each sub-clause are then analysed separately as simple sentences.

III. To analyse a double or multiple sentence :—

1. We distinguish each co-ordinate principal clause, together with its subordinate clauses, if any, pointing out the co-ordinating conjunction also ;

2. We analyse each principal clause, if it has no subordinate clauses, as a simple sentence ;

3. We analyse each principal clause, if it has subordinate clauses as a complex sentence.

NOTE.—If a clause has words understood or not expressed, you should supply them in the analysis.

EXAMPLES

1. A native of England pinched with the frosts of December may lessen his affection for his own country by suffering his imagination to wander in the vales of Asia.

This is a simple sentence.

Analysis in Tabular Form

Subject		Predicate			
The simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	The object	Enlargement of object
native	1. A 2. of England 3. pinched with the frosts of December	may lessen	by suffering his imagination to wander in the vales of Asia	affection	1. his 2. for his own country

2. When at length the infuriated Hyder Ali found that he had to do with men who either would sign no convention, or whom no treaty could bind, and who were the determined enemies of human intercourse itself, he decided that he would make the country possessed by these incorrigible and predestinated criminals a memorable example to mankind.

Analysis into Clauses

- | | |
|---|---|
| I. he decided | principal clause. |
| II. that he would make the country possessed by these incorrigible and predestinated criminals a memorable example to mankind | noun clause, depending on I, object of decided. |
| III. When at length the infuriated Hyder Ali found | adverb clause, depending on I. modifying decided. |
| IV. that he had to do with men | noun clause, depending on III, object of found. |
| V. who either would sign no convention | adjective clause, depending on IV, modifying men. |
| VI. or whom no treaty could bind | adjective clause, depending on IV, modifying men. |
| VII. and who were the determined enemies of human intercourse itself | adjective clause, depending on IV, modifying men. |

The whole is a complex sentence.

Analysis in Tabular Form

Clause	Con- nec- tive	Subject		Predicate			
		Simple subject	Enlarge- ment of subject	Simple pre- dicate with complement	Enlarge- ment of predicate	Object	Enlarge- ment of object
I		he		decided			
II	that	he		would make a memorable example to mankind		country	1. the 2. possess- ed by these incorri- gible and predes- tinated criminals
III	When	Hyder Ali	the in- furiated	found	at length		
IV	that	he		had		to do with men	
V	who either	who		would sign		conven- tion.	no
VI	or whom	treaty	no	could bind		whom	
VII	and	who		were the deter- mined enemies of human intercourse itself			

3. Whilst the authors of all these evils were idly and stupidly gazing on this menacing meteor, which blackened all their horizon, it suddenly burst, and poured down the whole of its contents upon the plains of the Carnatic.

Analysis into Clauses

- I. it suddenly burst principal clause.
- II. and (it) poured down the
whole of its contents
upon the plains of the
Carnatic. principal clause, co-ordinate with I.
- III. Whilst the authors of all
these evils were idly
and stupidly gazing on
this menacing meteor adverb clause, depending on I,
modifying burst.
- IV. which blackened all their
horizon adjective clause, depending on III,
modifying meteor.

The whole is a double sentence.

Analysis in Tabular Form

Clause	Con- nec- tive	Subject		Predicate			
		Simple subject	Enlarge- ment of subject	Simple pre- dicate with complement	Enlargement of predicate	Object	Enlarge- ment of object
I		it		burst	suddenly		
II	and	(it)		poured down	upon the plains of the Carna- tic	whole	1. the 2. of its contents
III	Whilst	authors	1. the 2. of all these evils	were gazing	1. idly and stupidly 2. on this menacing meteor		
IV	which	which		blackened		horizon	all their

EXERCISE 1

Analyse the following sentences in tabular form :—

1. The master had a handsome writing-desk in his study.
2. This was the message sent to the king of Angola, a mischievous chieftain.
3. His companions now emptied the contents of the keg into large flagons.
4. With great difficulty the self-important man restores order.
5. The table of contents and the index make it possible to find quickly the lessons to be learnt.
6. Our next friend was an exquisite collie, fleet, thin-flanked, dainty, and handsome as a small greyhound, with all the grace of silky, waving, black and tan hair.
7. Anything like the sound of a rat makes my heart go pit-a-pat.
8. Yesterday, in spite of my objection, the painter coloured the brown board blue.
9. There have been stored the corn, wheat, rice, and potatoes of last season's harvest.
10. No textbook on the subject ever does contain enough practice material.
11. His face like the face of the morning gladdened the earth with its light.
12. The dhole, the fierce dog of India, hunts the tiger in packs.
13. The enemy made the first attack early in the morning.
14. People proudly called her reign ' The spacious times of great Elizabeth '.
15. In the sum of his life he finds this to be the thing or group of things.
16. A man of sense, without a superior and astonishing degree of parts, will not talk nonsense upon any subject.
17. We cannot conceive two men born with the same physical, mental, and moral nature, at the same moment, under precisely the same conditions, and using the same language.
18. Late in the evening the flower vendor sold Kamla and Laxmi some beautiful wreaths and bouquets of roses and other flowers from his basket.

19. He possessed, however, but little of the noble mien and character of his grandfather.

20. The cart-driver might have noticed the dark clouds of smoke curling up in wreaths from behind the valley.

21. Never shall we know again
A heart so stout and true.

22. In the moonlight the shepherds lie asleep on the hill.

23. What murmurs arise from the heart of these mountainous deserts?

24. Before this time to-morrow, I shall have gained a peerage or Westminster Abbey.

25. Having been appointed a teacher in the school, he began preparing some notes of lessons.

26. Ali Baba and his men found themselves greatly deceived in their hopes.

27. Against an army sailing through the clouds, neither walls, nor mountains, nor seas could afford any security.

28. On every hand there is a drip and gush and ooze of water, a cackle and rustle and moan of plants and trees unfolding and unbending and greeting air and light.

29. After some fruitless search I found the old angler's cottage, a small structure containing only one room, but a perfect curiosity in its method and arrangement.

EXERCISE 2

Of what kinds are each of the following sentences? Distinguish and name the clauses of each.

1. Not only was his father rich, but he himself had earned a large fortune in Africa.

2. Once upon a time, a good many years ago, there was a traveller, and he set out upon a journey.

3. The fruit of the palm cannot easily be gathered, for the tree is very high, and the dates grow only at the top.

4. Few and short were the prayers we said.

5. When it rained, they loved to watch the falling drops, and to smell the scent of the moistened earth.

6. The lily-white doe Lord Ronald had brought
 Leapt up from where she lay,
 Dropt her head in the maiden's hand,
 And followed her all the way.
7. The evil that men do lives after them.
8. All that glitters is not gold.
9. A terrible roar shook the ship in all her timbers, and wrapped
her in a cloud of smoke.
10. The day was over, the sun set, and the stars began to twinkle,
but the boy was not found.
11. Swiftly, swiftly sailed the ship,
 Yet she sailed softly too.
12. They fought the dogs and killed the cats
 And bit the babies in the cradles.
13. To err is human, to forgive divine.
14. He thought, as he sat, of his dear native home.
15. While she did this, the man who had brought the basket
sat down.
16. The building was destroyed by the fire, but the whole family
was saved.
17. The sport was at its height, the sliding was at the quickest,
the laughter was at the loudest, when a sharp, smart crack was heard.
18. Turning again, he saw a child who was following in his foot-
steps.
19. Men may come and men may go,
 But I go on for ever.
20. His eyes swam in his head, his head gradually sank, and he
fell into a deep sleep.

EXERCISE 3

◆ Analyse into clauses :—

1. If I pass the examination, I shall go into business.
2. Whether he comes or not, I shall go out for a walk.
3. The gloomy mists which had surrounded us so long have left us.
4. Football is a good game to play when the weather is not too hot.

5. One day when I came to a place where I used to sit to watch the stars, I found that a man was waiting for me.

6. As soon as one of the elephants came to the yard, he was loaded with timber.

7. Pelias had hoped that Jason would be killed.

8. The news spread over all the land that the beautiful princess had waked from her sleep.

9. Have you ever noticed how straight and smooth are the rails on which the trains run?

10. Seven fairies who lived in that land had been invited to the feast.

11. Once upon a time there were three little boys who went from home to seek their fortune.

12. Blessed are the merciful, for they shall obtain mercy.

13. What his debts are is not known.

14. This happened after your grandfather died.

15. They were welcomed by the villagers who were very hospitable.

16. I tell you that which you do not know.

17. You have forgotten what I told you yesterday.

18. He has not written any letter since he went to England.

19. Live well that you may die well.

20. Did you hear of the man who sat down on the bank of a river to wait till the water flowed past, so that he might walk across it?

21. Not a soldier discharged his farewell shot
O'er the grave where our hero we buried,

22. They are slaves who fear to speak
For the fallen and the weak.

23. The sun that shines all day so bright,
I wonder where he goes at night.

24. My heart leaps up when I behold
A rainbow in the sky.

EXERCISE 4

Analyse in tabular form :—

1. When autumn comes the leaves fall off.

2. I shall feel happy when my father returns.

3. Who was the Emperor of India when Sir Thomas Roe came to India from England ?

4. Enter the classroom as soon as the bell rings.

5. The storm was so violent that trees in the forest fell down.

6. He sold the car because he wanted money.

7. The boys slept early that they might rise early.

8. The stars appear small, because they are very far away.

9. You will prosper if you live in peace.

10. Provided there is a holiday to-morrow, I will play in the match.

11. The rapid spread of information of all kinds in our day tends to make men and women content with general knowledge of many subjects without accurate acquaintance with any.

12. What is this life if full of care

We have no time to stand and stare ?

13. If Ernest Shackleton has succeeded in crossing the Pole, the *Endurance* should have left her winter quarters in the Weddell Sea last February.

14. What would be thought of a painter who should mix August and January in one landscape, and should introduce a frozen river into a harvest scene ?

15. Our principle is that international questions must be settled by free negotiation between free peoples, and that this settlement shall not be hampered by the dictation of a military caste.

16. I have joyfully done much evil in my life to those who have wished me evil, but if ever I did any evil to you two, I repent, and I ask your forgiveness.

17. The mayor denied that the promise which he had made was binding.

18. My friend's talk made so odd an impression upon my mind, that soon after I was abed, I fell insensibly into a most unaccountable reverie, that had neither moral nor design in it, and cannot be so properly called a dream as a delirium.

19. Never was the old saying, that a dutiful child has dutiful children, better exemplified than in the More family.

20. While the citizens both laughed and cried with joy, there were not a few that still wondered who the veiled warrior could be to whom alone the victory was due.

21. Before they set out, Celia considered that it would be unsafe for two young ladies to travel in the rich clothes they then wore.

22. He then desired to know what arts were practised in electing those whom I called commoners ; whether a stranger, with a strong purse, might not influence the vulgar voters to choose him before their own landlord, or the most considerable gentleman in the neighbourhood.

23. I kept another small loaf, and a modicum of cheese, on a particular shelf of a particular cupboard, to make my supper on when I came back at night.

24. Not wholly in the busy world, nor quite
Beyond it, blooms the garden that I love.

25. Lumsden, having many other matters on hand, thought nothing more about the matter, till, much to his surprise, one day six weeks later, who should walk calmly into his camp, without passport or safe conduct, or anything save serene confidence in the British officer, but Dilawar Khan.

26. Once upon a time (so runs the fable)
A country mouse right hospitable,
Receiv'd a town mouse at his board,
Just as a farmer might a lord.

27. The shades of night were falling fast,
As through an Alpine village passed
A youth, who bore, 'mid snow and ice,
A banner with the strange device : *Excelsior* !

EXERCISE 5

Analyse into clauses :—

1. We saw the man and shouted to him, but he did not hear us
2. God made the country, and man made the town.
3. Now tell us all about the war,
And what they fought each other for.

4. We steadily gazed on the face of the dead,
And we bitterly thought of the morrow.
5. John Gilpin at his horse's side
Seized fast the flowing mane,
And up he got in haste to ride,
But soon came down again.
6. My little ones kissed me a thousand times o'er,
And my wife sobbed aloud in her fulness of grief.
7. Art is long, and time is fleeting,
And our hearts, though stout and brave,
Still like muffled drums are beating
Funeral marches to the grave.
8. The teacher had foretold that he would become famous.
9. It is difficult to say whether it will rain to-night.
10. The prisoner broke his chain, leapt out of the window, and
escaped before the guards could stop him.
11. God's in His heaven,
All's right with the world.
12. At the dead of the night a sweet vision I saw
And thrice ere the morning I dreamt it again.
13. Last night the moon had a golden ring,
And to-night no moon we see.
14. Your tongue will lead you into trouble.
15. Parents desire that their children should be happy.
16. She sat on the sofa and tore her hair, and wept like a baby.
17. Then did the little maid reply,
'Seven boys and girls are we.'
18. Neither can a squirrel carry a forest on its back,
Nor can a mountain crack a nut.
19. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.
20. A little learning is a dangerous thing.
21. Do not covet what belongs to others.
22. The white man had once seen the two brothers in a distant
part of the country.

EXERCISE 6

Analyse in tabular form :—

1. At Aerschot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare thro' the mist at us galloping past,
And I saw my stout galloper Roland at last,
With resolute shoulders, each butting away
The haze, as some bluff river headland its spray.
2. When, contrary to the wicked hopes he had formed, his brother
proved victorious, his envy and malice knew no bounds, and he swore
he would burn the chamber where Orlando slept.
3. At last, Mr. Micawber's difficulties came to a crisis, and he was
arrested early one morning, and carried over to the King's Bench
Prison in the Borough.
4. The Mehtar, however, evidently had very straight information
regarding Dilawar, and it was the custom of the land to kill all strangers
who could not account for themselves, and more specially those who
had any connexion with the dreaded Feringhis.
5. The brute took and drank, and evidently enjoyed the taste of
wine, which was new to him, and swilled again at the flagon, and
entreated for more, and prayed Ulysses to tell him his name, that he
might bestow a gift upon the man who had given him such brave liquor.
6. I once put a wasp into the nest, but when the spider came out
in order to seize it as usual, upon perceiving what kind of an enemy it
had to deal with, it instantly broke all the bands that held it fast, and
contributed all that lay in its power to disengage so formidable an
antagonist.
7. When the ship fell over, and the mast became nearly hori-
zontal, he crawled out to the mizzen-top, and sat there till the spar
gave way and plunged him into the waves, whence he was dragged
into one of the boats, half-drowned but grasping tight his precious trust.
8. Upon this the dial plate (if we may credit the fable) changed
countenance with alarm, the hands made an ineffectual effort to continue
their course, the wheels remained motionless with surprise, the weights
hung speechless, each member felt disposed to lay the blame on the
others.

9. All through the day the battle raged, but Akbar's soldiers were losing courage, and the fear of that magic sword was upon them.

10. He presented himself to be examined for ordination in a pair of scarlet breeches, and said honestly that he did not like to go into the Church, because he was fond of coloured clothes.

11. When I was a child I spake as a child, I understood as a child, I thought as a child ; but when I became a man, I put away childish things.

12. Flower in the crannied wall,
I pluck you out of the crannies,
I hold you here, root and all, in my hand,
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

13. The charts of the world which have been drawn up by modern science have thrown into a narrow space the expression of a vast amount of knowledge, but I have never yet seen any one pictorial enough to enable the spectator to imagine the kind of contrast in physical character which exists between the northern and the southern countries.

14. Numerous examples of that kind may be given to show how a hobby, innocent in character and pursued out of pleasure, not only cheers up the spirit of man by keeping his mind above care, but proves even more beneficial to the world than pursuits which seem to profit man because of their direct utility.

15. Nor is there in the whole range of nature a grander or more magnificent scene than is the ocean in a storm, when deep calls unto deep, and its liquid mountains roll and break against each other, when it dashes to pieces, in the wantonness of its power, the strongest structures which man can rear for the purpose of floating over its billows ; then it is that the proudest and bravest tremble and quail at the roaring and thunder of its waves.

16. When such a man perceives that if he fail, everyone will be able to understand the risk that has been incurred, but that if he succeed, no one will estimate the danger that has been silently overcome, he bows nevertheless to the supreme dictates of his own judgment, regardless alike of the honours of his own age and the praises of posterity.

17. The lowest mechanic, however, looks upon it as his duty to be a watchful guardian of his country's freedom, and often uses a language that might seem haughty even in the mouth of the great emperor who traces his ancestry to the moon.

18. How sleep the brave, who sink to rest
By all their country's wishes blest !
When Spring, with dewy fingers cold,
Returns to deck their hallow'd mould,
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

CHAPTER III

JOINING SENTENCES

I

JOINING TWO OR MORE SIMPLE SENTENCES TO FORM ONE SIMPLE SENTENCE

Consider the following examples :—

1. Rama went to Bombay. Hari went to Bombay.
Rama and Hari went to Bombay.
 2. The sun set. The cattle returned home.
The sun having set, the cattle returned home.
 3. Buddha was an Eastern religious teacher. He preached *ahimsa*.
Buddha, an Eastern religious teacher, preached *ahimsa*.
 4. Pratap came. Ahmed came. We began our lessons.
Pratap and Ahmed having come, we began our lessons.
- These examples show that two or more simple sentences can be joined to form one simple sentence.

Let us take more examples.

- (a) 1. Cows graze in that field. Horses graze in that field.
Cows and horses graze in that field.

2. Owls move about at night. Bats move about at night. Nightingales move about at night.
Owls, bats and nightingales move about at night.
3. The tiger killed a cow. He killed a deer.
The tiger killed a cow and a deer.
4. She cooked rice. She cooked curry. She cooked vegetables.
She cooked rice, curry, and vegetables.

The above examples show that two or more simple sentences may be joined into one simple sentence by using the conjunction **and**.

- (b)
1. He went for a walk. He had done his lessons.
Having done his lessons, he went for a walk.
 2. She heard some noise. She was afraid.
Having heard some noise, she was afraid.
or,
Hearing some noise, she was afraid.
 3. I went to see the principal. I was called by him.
Being called by the principal, I went to see him.
 4. She lost her purse. She lost her ornaments. She was very miserable.
Having lost her purse and ornaments, she was very miserable.
 5. I shall sell the chickens. I shall buy a cow. I shall have milk and butter.
Having sold the chickens and having bought a cow, I shall have milk and butter.

The above examples show that two or more simple sentences may be joined into one simple sentence by using a participle.

- (c)
1. The weather was fine. We enjoyed the walk.
The weather being fine, we enjoyed the walk.
 2. Dogs arrived. The deer fled.
Dogs having arrived, the deer fled.

The above examples show that two or more simple sentences may be joined into one simple sentence by using an absolute phrase.

- (d) 1. He will pass. He is sure.
He is sure of passing.
2. He is ill. He has fever.
He has been ill with fever.
3. I wanted to read. I went to the library.
I went to the library for the sake of reading.
4. He smoked in the school. I advised him not to do so. He still smoked.
In spite of my advice he smoked in the school.

The above examples show that two or more simple sentences may be joined into one simple sentence by using a preposition with a noun or a verbal noun (i.e. a gerund).

- (e) 1. He studied hard. He wanted a prize.
He studied hard to win a prize.
2. She is ill. She cannot go out.
She is too ill to go out.
3. He is going to Calcutta. He will start business there.
He is going to Calcutta to start business there.

The above examples show that two simple sentences may be joined into one simple sentence by using an infinitive.

- (f) 1. Bombay was once a fishing village. It is now the first city of Asia.
Bombay, once a fishing village, is now the first city of Asia.
2. He made fifty runs in half an hour. It was a splendid score.
He made fifty runs in half an hour—a splendid score.
3. Columbus discovered America. He was an Italian.
Columbus, the discoverer of America, was an Italian.

The above examples show that two simple sentences may be joined into one simple sentence by using a noun or phrase in apposition.

- (g) 1. He read his lessons. He was careless.
He read his lessons carelessly.
2. The train arrived. It was punctual.
The train arrived punctually.

3. The soldiers returned. They were rejoicing. They had won a victory.

The soldiers returned rejoicing at their victory.

The above examples show that two or more simple sentences may be joined into one simple sentence by using an adverb or adverb phrase.

EXERCISE 1

Join each of the following groups of simple sentences into one simple sentence :—

(i) By using the conjunction and :—

1. The house was burnt. The stable was burnt.
2. He passed in History. He passed in Geography.
3. The cuckoo is a song-bird. The nightingale is a song-bird.
4. Oxen are beasts of burden. Horses are beasts of burden.
Donkeys are beasts of burden.
5. Lila has joined the girl guides. Mena has joined the girl guides.
6. I have relatives at Poona. I have relatives at Bijapur.
7. Shyama has bought a carriage. He has bought a pair of horses.
8. To-day we will study History. To-day we will study Geography.
9. The engine passed by me. The carriages passed by me.
10. Frogs are found in this lake. Crocodiles are found in this lake.
11. Rama plays marbles. Hemu plays marbles.
12. We must love birds. We must love beasts. We must love men.

(ii) By using a participle :—

13. He wrote a letter. He posted it.
14. We arrived at the exhibition. We saw the stalls arranged prettily.
15. He sold the horse for fifty rupees. He had bought it for forty rupees.
16. Harin had won the prize. He was very happy.

17. He lost all his money in the bank. He was ruined.
18. Bruce saw the perseverance of a spider. He took courage from its example.
19. The chameleon changed its colour. It became blue.
20. The calf was bitten by a snake. It died.
21. He was punished by the judge. He had been found guilty.
22. A star twinkles in the north. It is the polar star.
23. He was a man of regular habits. He lived to an old age.
24. Turn to the left. You will find the lane.
25. An ass found a lion's skin. He put it on.
26. The old man's sons broke the sticks one by one. They had untied them from the bundle.
27. I found a purse lying on the road. I returned it to its owner.

(iii) By using an absolute phrase :—

28. Peace was declared. All were satisfied.
29. The fog disappeared. The sun had arisen.
30. The roads were muddy. Rain had fallen.
31. A fire had broken out. The fire brigade was called.
32. The cycle was punctured. Sunder had to go on foot.
33. The fort was saved. Help had arrived in time.
34. The heat was intense. The party could not start.
35. The lion became free. The snare had been nibbled by the mouse.
36. The bulls had quarrelled among themselves. The lion soon defeated them.
37. The cats had quarrelled. The monkey secured the whole loaf.
38. The ship sank. The crew were drowned.
39. The general was killed. The army fled.

(iv) By using a preposition with a noun or a verbal noun :—

40. He won the prize. He had done hard work.
41. You can reach my field. You must ride to it on horse-back.

42. He is not proud. He has riches.
43. He is very weak. He had a long illness.
44. The man killed the snake. He used a thick stick.
45. You must first study in a High School. Then you can join a College.
46. There was frost last month. Crops have suffered greatly.
47. The motor was smashed. There was a street accident.
48. You waste your time. You thereby ruin your future.
49. Dadabhai became famous. His love of his country made him so.
50. Winter comes first. Summer comes next.
51. It was a strange sight. We wanted an explanation of it.

(v) By using an infinitive :—

52. He has joined the High School. Passing the Matriculation Examination is his purpose.
53. I could not buy a bat. I had not enough money.
54. You should become a doctor. Your father wishes this of you.
55. I was very glad. I had seen your batting.
56. The Inspector will come to-morrow. The examination of the students is his object.
57. This news cannot be true. It is too good.
58. He is going to the bazaar. He will buy vegetables.
59. Clive advanced with his army. The defeat of the Nawab was his aim.
60. This is the way. It will make us happy.
61. We are going to the garden. We shall gather flowers there.
62. The scoutmaster should help in the formation of character. He has been appointed for that purpose.
63. We should observe cleanliness. We can become healthy thereby.

(vi) By using a noun or phrase in apposition :—

64. We bought a fountain pen. It was the costliest in the shop.
65. Lord Kitchener died at sea. He was the hero of Khar-toum.

66. George Washington never told a lie. He was the first President of the United States of America.
67. Ali Sakal was very proud. He was a barber of Baghdad.
68. Sinbad had made seven voyages. He was a sailor.
69. The Great War killed many brave youths. They were the flower of the race.
70. Ahmedabad has many cotton mills. It is the capital of Gujarat.
71. The pilgrims reached Dwarka. It is a sacred place of the Hindus.
72. He shall be punished. He is the offender.
73. He jumped into the swollen river to save the child. It was a noble act.
74. The Taj Mahal was built by Shah Jahan. It is the glory of India.
75. Elizabeth reigned for forty-seven years. She was the Virgin Queen of England.

(vii) By using an adverb or adverb phrase :—

76. The mango is a good fruit. This is not doubted.
77. He finished his breakfast. He was hasty in doing so.
78. Nalin has solved the problem. His method is clever.
79. You can reach Bombay by motor. This is the quickest way to go there.
80. Jamu had a fall. He was cycling.
81. The door was broken open. Force was used.
82. The drunkard was found on the road. He was drunk.
83. The soldiers gazed on the dead warrior's face. Their gaze was steady.
84. A child disappeared yesterday. It was a mysterious event.
85. The fire was put out. This took only an instant.
86. The waves crept up to the shore. Their motion was slow.
87. The merchant is indebted. His debts are heavy.

II

JOINING SIMPLE SENTENCES TO FORM ONE COMPLEX SENTENCE

- (a) 1. You are honest. We know it.
We know that you are honest.
2. He has not a pie in his pocket. There is no doubt about this.
That he has not a pie in his pocket is certain.
3. Will his uncle help him? He wants to know that.
He wants to know whether his uncle will help him.
4. Somebody broke the window-pane. The teacher does not
know the mischief-maker.
The teacher does not know who broke the window-pane.
5. The monitor was absent. The reason for his absence was not
known.

Why the monitor was absent was not known.

The above examples show that two or more simple sentences may be joined into one complex sentence by using a **noun clause**.

- (b) 1. The boy is clever. He has come from Bombay.
The boy who has come from Bombay is clever.
2. My niece broke your glasses. You had placed them on the
shelf.
My niece broke the glasses which you had placed on the shelf.
3. You solved a question on the blackboard. I have copied it.
I have copied the question you solved on the blackboard.

The above examples show that two simple sentences may be joined into one complex sentence by using an **adjective clause**.

- (c) 1. He went to play. He had finished his letter.
After he had finished his letter, he went to play.
2. The guest came up. We were dining at the time.
We were dining when the guest came up.
3. We took our seats. The train then started.
As soon as we took our seats, the train started.
4. I cannot go. It is raining.
As it is raining, I cannot go.
5. He could not walk any more. He was tired.
He could not walk any more, because he was tired.

6. The servant placed the picture in a certain way. I had ordered him to put it in that way.
The servant placed the picture as I had ordered him to do.
7. She is pretty. No other girl in the town is prettier.
She is as pretty as any girl in the town.
8. Rama is a tall boy. His brothers are not equally tall.
Rama is taller than his brothers.
9. The dog kept watch over the place. His master was buried there.
The dog kept watch where his master was buried.
10. The boy stood on the burning deck. All but he had fled from it already.
The boy stood on the burning deck though all but he had fled from it.
11. He worked hard. His purpose was to get a scholarship.
He worked hard that he might get a scholarship.
12. It rained very heavily. The result was that the river was in flood.
It rained so heavily that the river was in flood.
13. He has offended you. You may still forgive him.
Though he has offended you, you may forgive him.
14. You will perhaps have a holiday to-morrow. You should then revise your History.
If you have a holiday to-morrow, you should revise your History.

The above examples show that two simple sentences may be joined into one complex sentence by using an adverb clause.

EXERCISE 2

Join each of the following groups of simple sentences into one complex sentence :—

(i) By using noun clauses :—

1. He will grant your request. That is certain.
2. You may pardon this one fault. That is his request.
3. He was ill on Monday. He said so.
4. He has lost his purse. That is a fact.

5. You will return by Friday. I hope so.
6. There was a meeting in the town hall. I did not know that.
7. Unexpected things often happen. This is well known.
8. The earth travels round the sun. Ancient people did not know this.
9. He is a rich man. I have reasons to believe so.
10. He has little chance of getting the appointment. That is my fear.
11. He wants something. We do not know what.
12. The king gave something to the farmer. What was it?
13. Something gives importance to the study of English. It is its use all over India.
14. They did something. I will tell you what.
15. Bhima has won the cricket prize. His mother will be glad to learn of it.
16. She did not sing to-day. The reason was told to the teacher.
17. The rain falls. Do you know why?
18. The town has been decorated to-day. Can you say why?
19. The town has been decorated to-day. It is a mystery why.
20. Shah Jahan built the Taj Mahal. It is well known why.
21. You have not brought your book. Will you explain why?
22. The cat climbed up the tree. It is strange how.
23. London is a great city. We can understand its greatness from this map.
24. Someone put flowers on the table. He must stand up.
25. Is he a Hindu or a Mohammedan? Ask him.
26. Will he attend the dinner? It is not certain.
27. Honesty is the best policy. Let that be our motto.
28. An aeroplane was said to be seen yesterday. That report is false.
29. She lost a fine opportunity. That has made her sorry.
30. Where have you been wandering? Tell me.
31. A river meets the sea. The place of meeting is called the mouth of the river.

32. You will return from Delhi. Let me know the time.
 33. Rain will fall. It is not certain when.

(ii) By using adjective clauses :—

34. The girl is kind. She helped a lame dog.
 35. He tells a lie to hide a fault. He commits two faults.
 36. One of my friends saw a halo round the sun. He pointed it out to me.
 37. A boy has lost a rupee. The master wants him.
 38. Vasco da Gama sailed round the Cape of Good Hope. He was a Portuguese sailor.
 39. He saw two men in the street. They were wrestling.
 40. Here is a hero. He saved a child from a burning house.
 41. The boy has not come to-day. You punished him yesterday.
 42. The man is not yet found. I wish to see him.
 43. He is a thief. The police want him.
 44. Lesseps was a French engineer. He constructed the Suez Canal.
 45. The woman is washing clothes. You see her on the other side of the tank.
 46. The boy is going to Madras. We had borrowed his book.
 47. Whose is this fountain-pen? I do not know.
 48. This is my neighbour. His house is third from mine.
 49. The house has been sold. We saw it last week.
 50. The tree was cut down. It stood in the middle of the road.
 51. I have bought a geography book. It has coloured maps.
 52. He has not returned the pen-knife. He took it from me yesterday.
 53. The report of his transfer is untrue. It appeared in the newspapers.
 54. This is a house. Jack built it.
 55. We saw a bird. It had a crest on its head.
 56. You see that tower. It is the Rajabai Tower.
 57. That country cannot be poor. Agriculture thrives there.
 58. The room was locked. He keeps his books there.
 59. We visited Dohad. Aurangzeb was born there.

60. Surat is a poor town now. The English first established their factory there.
61. The day is fixed. Prizes will be distributed on that day.
62. Men covered themselves with the bark of trees. That age is gone.
63. We live in hopes of a happy time. There will be no wars then.

(iii) By using adverb clauses,

Showing manner or condition :—

64. You are clever. He is equally clever.
65. You are clever. He is cleverer.
66. His handwriting is good. Your handwriting is not equally good.
67. Algebra is difficult. Arithmetic is more so.
68. I write on the blackboard. You write in your note-books in the same way.
69. He ran. He was chased by a wolf. (Use as if.)
70. You may answer. You choose the number of examples. (Use as many as.)
71. You may wind the watch. I shall show you the way. (Use as.)
72. Perhaps my father may allow me. In that case I shall come to you.
73. Has he said so? He will then keep his promise. (Use if.)
74. Perhaps it may rain. Perhaps it may not rain. In any case you must attend school.
75. You cannot go home. The headmaster's permission is necessary. (Use unless.)

Showing time :—

76. They stopped playing. It was six o'clock then.
77. I met a pedlar. I was returning from school.
78. We reached the station. The train had arrived just then.
79. Make hay. The sun shines for the time being.
80. People used to travel on foot. Railways had not then been built.

81. He became ill on Tuesday. He has been ill from that day. (Use *since*.)
82. We started. We finished our breakfast.
83. The general was killed. The army soon fled. (Use *as soon as*.)
84. Pull the trigger. The pistol goes off immediately.
85. He heard the news of his success. He informed his father. (Use *immediately*.)
86. The teacher entered. The boys stood up. (Use *as*.)

Showing place :—

87. The servant has gone somewhere. His master has sent him there.
88. You may go anywhere. Remember your country everywhere. (Use *wherever*.)
89. We came from a certain place. We are returning there. (Use *whence*.)
90. At some places rainfall is scanty. Canals can supply water there.
91. Angels fear to tread in some places. Fools rush in there.

Showing cause or purpose :—

92. He is ill. He cannot walk.
93. We had to wait. The boat was not ready.
94. I am going to the station. My aunt is coming.
95. Greenland is very cold. It is near the North Pole.
96. We should destroy mosquitoes. Our aim is to avoid malaria.
97. Let us start in a motor. Our aim is to catch the train.
98. He hurried home. His father might blame him. (Use *lest*.)
99. He has gone to Jubbulpore. His object is to see the Marble Rocks.
100. Susil reads hard. He hopes to succeed thereby.
101. I was pleased with him. I gave him a present in consequence.
102. The storm was very heavy. As a result two boats were wrecked.

103. The girl was irregular in her work. She failed for that reason.
104. The place is very delightful. For that reason we do not like to leave it.

III

JOINING SIMPLE SENTENCES TO FORM ONE DOUBLE OR MULTIPLE SENTENCE

- (a) 1. Rama went to the cobbler. He asked for a pair of shoes.
Rama went to the cobbler, and asked for a pair of shoes.
2. The headmaster watched the match. The teachers also watched the match.
Not only the headmaster but the teachers also watched the match.
3. He is the captain of the team. He is the monitor of the class.
He is the captain of the team as well as the monitor of the class.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which adds one statement to another (e.g. and, both...and, as well as, not only...but also, no less than, etc.).

NOTE.—Sometimes a relative pronoun may be used as a co-ordinating conjunction of this kind.

Example—

I gave the book to Rama. He passed it on to Hari.

I gave the book to Rama, who passed it on to Hari.

Here, who=and he.

- (b) 1. He must return the book. He must pay the price of the book.
Either he must return the book or pay its price.
2. The dog in the manger did not eat the grass. He did not allow the cow to eat it.
The dog in the manger neither ate the grass nor allowed the cow to eat it.
3. Pay attention. Leave the class.
Pay attention or leave the class.

4. Take medicine regularly. You cannot recover.
Take medicine regularly, else you cannot recover.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which suggests a choice between two statements (e.g. or, else, otherwise, either or, neither nor, etc.).

- (c) 1. I begged the teacher's permission. He did not grant it.
I begged the teacher's permission, but he did not grant it.
2. He has wealth. He is miserable.
He has wealth, but he is miserable.
3. His debts were heavy. He has paid them off.
His debts were heavy ; however, he has paid them off.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which suggests contrast between two different statements (e.g. but, still, yet, however, only, etc.).

- (d) 1. Hussein made mischief. He was punished.
Hussein made mischief, therefore he was punished.
2. Prayers are heard by God. Let us pray.
Prayers are heard by God ; then let us pray.
3. You are late. The train has left.
You are late ; for the train has left.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which suggests that one statement stands as a consequence of another (e.g. therefore, then, so, for, etc.).

- (e) 1. Rehmu is a wealthy man. He is not proud. He mixes freely with the rich and the poor.
Though Rehmu is a wealthy man, he is not proud but mixes freely with the rich and the poor.
2. Siris fell down. He broke his glasses. Sita lost her balance.
She would have fallen. She caught hold of the railings.
She was saved.

Siris fell down and broke his glasses, and **Sita** too lost her balance and would have fallen ; but she caught hold of the railings and was saved.

These examples show that a number of simple sentences may be joined into one multiple sentence by using suitable co-ordinating conjunctions.

EXERCISE 3

Join each of the following groups of simple sentences into one double sentence :—

(i) By using a co-ordinating conjunction which adds one statement to another :—

1. The horse can be used for riding. It can be used for drawing a carriage.
2. Some books are amusing. Some books are dull.
3. Some birds delight us by their song. Some birds delight us by their gay plumage.
4. They saluted the king. The king returned the salute.
5. My father knew where I was going. He did not ask me anything.
6. Nelson fell upon his face. Hardy saw three men raising him up.
7. Hardy turned round. He saw the three men raising Nelson up.
8. Shakespeare was a dramatist. He was a poet.
9. In one hand he held a sword. In another he held a shield.
10. Can you eat the cake ? Can you keep it ? (Use as well as.)
11. Some books are for the hour. Some books are for all time.
12. The sun set. The stars became visible.
13. He received a telegram. He went to Lahore.
14. The chief was fined. He was sent to jail. (Use bothand.)
15. Bachu is innocent. Balu is equally innocent. (Use no less.....than.)

(iii) By using a co-ordinating conjunction which suggests a choice :—

16. Send the cow to graze in the field. Give the cow sufficient hay in the stable.
17. Sit quietly. The teacher will be angry.
18. I do not know your friends. I do not even want to know them.
19. He does not write in his copybook. He does not work the examples.
20. Come to my place before ten o'clock. You may not find me at home. (Use otherwise.)
21. You can write with a pencil. You can write with a pen.
22. You are mad. You are dreaming.
23. You should see your father at once. Your friend should see your father at once.
24. The teacher will punish him. He will leave the school.
25. Do not be a borrower. Do not be a lender.

(iv) By using a co-ordinating conjunction which suggests a contrast :—

26. He is not fat. He cannot run.
27. I asked for his book. He refused to give it.
28. It is raining. They have gone out to play.
29. He tried very hard. Luck was against him.
30. He may stand first in the examination. He is a little careless. (Use only.)
31. He was hungry. He did not think of his food.
32. The enemy attacked on all sides. Napoleon's army did not move.
33. The mouse prayed for mercy. The cat would not listen to it.
34. He is not a scholar. He works regularly.
35. I delivered the message. He said nothing in reply.

(v) By using a co-ordinating conjunction which suggests consequence :—

36. He takes regular exercise. He has become strong.
37. She is tidy. Everybody likes her.

38. He was cycling on the wrong side. The policeman stopped him.
39. I have a headache. I am going home.
40. You rejected my advice. I won't help you.
41. You defy your superiors. Be prepared for the consequences. (Use then.)
42. The heat was oppressive. We could not start.
43. The luggage was very heavy. We had to pay heavy charges for it.
44. You have come late. Stand for five minutes.
45. You cannot have postcards to-day. The post office is closed.

EXERCISE 4

Join each of the following groups of simple sentences into one multiple sentence by using suitable co-ordinating conjunctions :—

1. I am young. You are old. You should guide me.
2. You are promoted. You will go to the principal's class. You can go and see him.
3. He did not see me. He did not send for the book. I forgot all about it. I shall now try to find it.
4. The battle was over. Napoleon was finally defeated. His best troops had fallen in the fight.
5. The governor of the town was present. He called Androcles. He asked him to explain the strange event.
6. India is an agricultural country. Its trade consists in exporting crops. Sometimes the rain fails. There is no food for the people themselves. There is no food for exporting.
7. Rain was over. The sun shone brightly. The roads were still muddy. We could only wait. We could not start on horseback. We could not take the motor car through the mud.
8. He received his pay. He was dismissed from service. He had quarrelled with his master.
9. He thanked me for the help. He offered me a reward. I declined with thanks. I had but done my duty.

10. The limbs rebelled against the belly. The belly enjoyed the fruits of their labour. They struck work. They had no exercise. They had no nourishment. They became weak in consequence.

CHAPTER IV

THE SEQUENCE OF TENSES

In a complex sentence, the following rules are generally observed about the tense of the verb in the subordinate clause :—

Rule 1.—If the verb in the principal clause is in the present or the future tense, the verb in the subordinate clause may be in any tense whatever, according to the meaning :—

- I know/that Rama is happy.
- I know/that Rama was happy.
- I know/that Rama will be happy.
- You will learn/that he works well.
- You will learn/that he worked well.
- You will learn/that he will work well.

Rule 1 (a).—If the verb in the principal clause is in the present or future tense, the verb in the subordinate adverb clause showing purpose is expressed by may (present tense form) :—

- He works hard/that he may get a scholarship.
- I will read hard/that I may pass.

Rule 2.—If the verb in the principal clause is in the past tense, the verb in the subordinate clause must also be in the past tense :—

- I knew/that he was happy.
- Govind learnt/that his friend was ill.

Rule 2 (a).—The verb in the subordinate clause, however, may be in the present tense even after a past tense in the principal clause.

(i) if the verb in the subordinate clause says what is true for **all** time, or what is thought to be true till now :—

The teacher told the boys/**that** the earth **moves** round the sun.
The headmaster **was** glad to learn/**that** you **are** diligent at home.

(ii) if the subordinate clause is an adverb clause showing place, reason or comparison :—

He **failed**/because he **is** weak in mathematics.
His father **was** a better teacher/**than** he **is**.
A great building **stood**/where there is an open maidan **now**.

(iii) if the subordinate clause is an adjective clause :—
I **did not** see the man/**who** **manages** the shop.

CHAPTER V

DIRECT AND INDIRECT NARRATION

Read the following sentences :—

Rama said, ' Tea is ready.'

Abdul says, ' The cycle is not in order.'

In each case, the actual words of the speaker are quoted. **This** way of reporting a speech is called **direct narration**.

Note that the words actually spoken are put within inverted commas **and** that the first letter of the quotation begins with a capital letter **and** that there must always be a comma after ' said ' or ' says '.

Now read the following sentences :—

Rama said that tea was ready.

Abdul says that the cycle is not in order.

Here, in each case, the substance of the actual words of the speaker **is** reported. This way of reporting a speech is called **indirect narration**.

A speech reported in this way is not put within inverted comma **and** does not begin with a capital letter.

There are certain rules for changing a narration from the direct **to** the indirect form.

Rule 1.—In reporting a declarative sentence, **that** is placed between the introductory verb and the reported statement :—

Direct.—The doctor says, 'The patient will soon recover.'

Indirect.—The doctor says that the patient will soon recover.

Rule 2.—As the reported speech introduced by **that** becomes a subordinate (noun) clause, the whole becomes a complex sentence (with the introductory verb as the verb of the principal clause). The rules about the sequence of tense must, therefore, be observed while reporting a declarative sentence indirectly.

(a) If the introductory verb is in the present or future tense, the verb in the reported speech is not changed :—

Direct.—My mother says, 'Dinner is ready.'

Indirect.—My mother says that dinner is ready.

Direct.—Imam will say, 'There is no water in the pot.'

Indirect.—Imam will say that there is no water in the pot.

(b) If the introductory verb is in the past tense, a present tense in the reported speech must be changed into the past tense :—

Direct.—He said, 'Govind is hungry.'

Indirect.—He said that Govind was hungry.

(c) If the introductory verb is in the past tense, **will** or **shall** in the reported speech must be changed into **would** or **should** respectively :—

Direct.—He said, 'Govind will not come to school.'

Indirect.—He said that Govind would not come to school.

Direct.—I said, 'I shall try to get the book.'

Indirect.—I said that I should try to get the book.

(d) If the introductory verb is in the past tense, a past tense in the reported speech may either remain unchanged or be turned into the past perfect :—

Direct.—He said, 'Dutt arrived at noon.'

Indirect.—He said that Dutt had arrived at noon.

Direct.—He said, 'Malik was present when the teacher came.'

Indirect.—He said that Malik was present when the teacher came.

(a) If the reported speech says what is true for all time or what is thought to be true till now, the tense in it is never changed :—

Direct.—The master said, 'The moon moves round the earth.'

Indirect.—The master said that the moon moves round the earth.

Rule 3.—If the direct speech has a pronoun, its person is changed, when necessary, to refer in the indirect to the same individual as it does in the direct.

(a) A pronoun of the first person in direct speech is changed in the indirect to the same person as the subject of the introductory verb.

(b) A pronoun of the second person in direct speech is changed in the indirect to the same person as the noun or pronoun after the introductory verb, i.e. the person to whom the speech was spoken.

(c) Generally, a pronoun of the third person in direct speech remains unchanged in the indirect. If, however, a pronoun of the third person in direct speech refers to the person who reports it in the indirect, it is changed into the first person; if it refers to the person to whom it is reported in the indirect, it is changed into the second person.

Direct.—Rehman said, 'I am ill.'

Indirect.—Rehman said that he was ill.

Direct.—You said, 'I am busy.'

Indirect.—You said that you were busy.

Direct.—I said, 'The boy calls me.'

Indirect.—I said that the boy called me.

Direct.—Rama said to me, 'Your book is lost.'

Indirect.—Rama said to me that my book was lost.

Direct.—Rama said to Ali, 'Your book is lost.'

Indirect.—Rama said to Ali that his book was lost.

Direct.—Rama said to Ali, 'Karim has lost his book.'

Indirect.—Rama said to Ali that Karim had lost his book.

Rule 4.—In reporting a speech indirectly, words showing nearness are generally changed into words showing distance :—

Now is changed into then.

This (these) is changed into that (those).

Come is changed into **go**.

Here is changed into **there**.

Thus is changed into **so**.

To-day is changed into **that day**.

To-night is changed into **that night**.

To-morrow is changed into **the next day**.

Yesterday is changed into **the previous day**.

Last night is changed into **the previous night**.

Ago is changed into **before**.

Just is changed into **then**.

Direct.—He said, 'I cannot spare any money **now**.'

Indirect.—He said that he could not spare any money **then**.

Direct.—He said, 'It may rain **to-morrow**.'

Indirect.—He said that it might rain **the next day**.

Rule 5.—In reporting a question in the indirect way,

(a) the introductory verb is changed to **ask, inquire, query, demand,** or some other word having a similar meaning ;

(b) **whether** or **if** is used after such introductory verb whenever the **direct** question may have **yes** or **no** for an answer ;

(c) the interrogative form is changed into the declarative form :—

Direct.—The judge said, 'What is your name ?'

Indirect.—The judge asked what his name was.

Direct.—He said, 'Is the train late ?'

Indirect.—He asked **if** the train was late.

Rule 6.—In reporting an imperative sentence in the indirect way,

(a) the introductory verb is changed into **request, order, command, beseech, advise, threaten,** or some other verb befitting the sense ;

(b) the verb in the reported speech is put in the infinitive :—

Direct.—He said to me, 'Give me **that** pencil.'

Indirect.—He asked me to **give** him **that** pencil.

Direct.—I said to the teacher, 'Please give me the chalk.'

Indirect.—I requested the teacher to **give** me the chalk.

Rule 7.—In reporting a wish or an exclamation in the indirect way,

(a) the introductory verb is changed into **wish, bless, pray, cry, exclaim**, or some other similar verb ;

(b) other changes are made exactly as in the case of a declarative statement :—

Direct.—He said, ' Alas, I am undone ! '

Indirect.—He **exclaimed** that he was **undone**.

Direct.—He said to me, ' May God bless you ! '

Indirect.—He **prayed** that God might **bless** me.

Read the following examples carefully to understand some special cases of indirect reporting :—

Direct.—He said to me, ' Let us read together. '

Indirect.—He **proposed** to me that we should **read together**.

Direct.—The teacher said, ' Let him enter. '

Indirect.—The teacher said that he might be **allowed to enter**.

Direct.—The girl said, ' Let me go to the fair. '

Indirect.—The girl asked to be **allowed to go to the fair**.

Direct.—The guest said to us, ' I thank you for your kindness. '

Indirect.—The guest **thanked** us for our **kindness**.

Direct.—The visitor said to us, ' Farewell. '

Indirect.—The visitor **bade** us **farewell**.

Direct.—Rama said to Govind, ' Will you call on me in the evening ? '

Govind said, ' Yes. '

Indirect.—Rama **asked** Govind if he would **call on him in the evening**, and Govind **replied** that he would.

Direct.—Rama said to Govind, ' Do you know that man ? ' Govind said, ' No. '

Indirect.—Rama **asked** Govind if he **knew that man**, and Govind **replied** that he **did not**.

Direct.—He said to me, ' I hope you are well. '

Indirect.—He **hoped** I was **well**.

Direct.—I said, ' Do not speak of the past. Is there not something in every life which it is happiness to forget ? I have so much to remember here, so much to learn, and so much to repay. '

NOTE.—The first sentence is imperative, the second is interrogative, and the third is declarative. In turning such a speech into indirect, the rule proper to each part should be observed.

Indirect.—I advised him not to speak of the past, asked whether there was not something in every life which it was happiness to forget, and added that I had so much to remember in this world, so much to learn, and so much to repay.

Direct.—(Dialogue between the Fox and the Farmer.)

Farmer.—I have caught you at last, you rogue, I will hang you.

Fox.—Why?

Farmer.—For stealing my geese.

Fox.—It is the way of our family.

Farmer.—It shall be your way no longer, you shall be hanged. You are a rogue.

Fox.—No, no, neither rogue nor fool. At any rate have patience with me.

Farmer.—Well, what then?

Fox.—Give me my share, and I will not touch yours hereafter.

Farmer.—Your share! No.

Fox.—Then take and teach me; who knows but I may improve.

Farmer.—Nonsense! You animals never do change your ways.

Indirect.—Calling the fox a rogue, the farmer said that he had caught him at last and would hang him; the fox wished to know why. The farmer replied that it was for stealing his geese. The fox pleaded that it was the way of his family. Whereupon the farmer said that it would be his way no longer, for he would soon be hanged as a rogue. The fox urged that he was neither a rogue nor a fool and begged of him to have patience with him. The farmer wished to know what more he had to say. The fox asked for his share and promised not to touch his (the farmer's) share thereafter. The farmer wondered what his share could be and said that he would do no such thing. The fox begged of him, in that case, to take and teach him, remarking that for all he knew he might improve. The farmer exclaimed that all that was nonsense, for animals never change their ways.

EXERCISE I

Turn the following into the indirect form of narration :—

1. He said, 'The book is on the table.'
2. Rama says, 'The cow was standing near the tree.'

3. He said, 'Some of the girls were singing.'
4. He said, 'The policeman stopped the boy.'
5. He said, 'The policeman's duty is to keep order.'
6. The teacher says, 'The Indus is the biggest river in India.'
7. The teacher says, 'Abdul does not read at home.'
8. The teacher said, 'Abdul did not read his lesson to-day.'
9. He said, 'The rainy season lasts for four months.'
10. He says, 'The pane is broken.'
11. He said, 'It is raining.'
12. Kamal said, 'The horse is lame.'
13. The judge said, 'This thief shall be kept in prison for a week.'
14. Rama says, 'The school will be closed on Good Friday.'
15. The teacher will say, 'Idle boys cannot get a prize.'
16. Rasul said, 'The teacher will not come to-day.'

EXERCISE 2

Turn the following into indirect speech :—

1. The teacher said to Rasul, 'Stand on the bench now.'
2. The dove said to the ant, 'Sit on the leaf and swim to the shore.'
3. Sharda said to her friend, 'Give a pice to this beggar.'
4. The master said to his servant, 'Go from here now and return to-morrow.'
5. He said to his son, 'Be prudent.'
6. The teacher said to Mohammed, 'Throw away these cards.'
7. The teacher said to the monitor, 'Who broke this pane?'
8. He says, 'When will the train start?'
9. He will say, 'Why should boys wander about late at night?'
10. The boy said to the teacher, 'Are there two tides in the sea every day?'
11. Mena said, 'Is he an honest man?'
12. Noshir said, 'Are all men equal before God?'
13. The old woman said, 'God bless the good boy!'
14. The boys said, 'Long live the school!'
15. The boy said, 'Oh! the wicket is down.'
16. He said, 'Alas, the good animal is dead.'

EXERCISE 3

Express the following in the indirect form of narration :—

1. He says, ' This is my book.'
2. Babu says, ' That is a good book.'
3. Babu said, ' This is a good book.'
4. The girl said, ' The cow ate all the hay.'
5. The teacher said, ' The examination will come off in July.'
6. The teacher said to us, ' Your examination will come off in July.'
7. The boy said to his father, ' Our examination is over.'
8. My friend said to me, ' I had left before you came.'
9. He says, ' Rama has gone to the market.'
10. The master said, ' The moon is nearer the earth than the sun.'
11. He said, ' My brother is ill to-day.'
12. The sage said, ' All men are mortal.'
13. Karim said to me, ' You are right.'
14. I said to Karim, ' You are right.'
15. My brother said, ' I had no sleep last night.'
16. My brother said to me, ' I had no sleep after you left.'
17. The teacher said to Shaukat, ' You shall see me to-morrow.'
18. A poet said, ' The night is dark and I am far from home.'
19. My sister said to me, ' You may put the red ribbon in your buttonhole.'
20. The fox muttered, ' The grapes are sour.'
21. ' If you will let me go now,' said the mouse to the lion, ' I may be able to do you a kindness some time or another.'
22. The old man said to his sons, ' I am dying, and I wish you to get all my riches.'
23. His uncle said to him, ' Do you wish to go on a pilgrimage?'
He said, ' Yes.'
24. The merchant said to the customer, ' Don't you want a new umbrella?' The customer said, ' No.'
25. A lady said to her husband, ' I can't think what's the matter with this clock. Last night it was all right, to-day it won't go at all. I wish you would see what you can do to make it go.'
26. The teacher said, ' Some of the stars are many millions of miles away from the earth.'

27. Lord Chatham said, 'If I were an American, as I am an Englishman, while a foreign soldier remained in my country, I never would lay down my arms.'
28. The farmer said to the traveller, 'Friend, you are mistaken.'
29. The girl said, 'Can't we get good vegetables here?'
30. He said to me, 'What are you doing?'
31. I said to him, 'How do you do?'
32. The man said to me, 'When will you go to Calcutta?'
33. I said to Mali, 'When will you come here?'
34. Abdul said to the teacher, 'When will our examination come off?'
35. He said to Rehman, 'Do you know how to spin a top?'
36. The Inspector said to me, 'Are you a scout?'
37. The teacher said to the boys, 'Did you ever see a rainbow?'
38. I said to Hemant, 'When will your father arrive?'
39. I said to him, 'What would you like to be?'
40. He said to you, 'Is your house situated in a good locality?'
41. He said to me, 'How long would you be away?'
42. The teacher said to Sita, 'Do you help your mother?'
43. The teacher said to Sita, 'Why don't you help your mother?'
44. The guest said to me, 'Isn't the climate of your town rather moist?'
45. Rehman said to him, 'How can I repay you for this kindness?'
46. The examiner said to me, 'Can you tell me the causes of the third Afghan war?'
47. He said to you, 'Did you not hear Gani complain of headache?'
48. I said to the teacher, 'What do you want, sir?'
49. The teacher said to Nathan, 'Hold your tongue.'
50. The teacher said to the girls, 'Keep a wide margin in your copy books.'
51. My father said to me, 'Write your diary regularly.'
52. The boy said to the teacher, 'Pray, pardon this my first fault.'
53. The cat said to the rat, 'Let us start on a pilgrimage.'
54. He said, 'Let me sleep well to-night.'
55. My father says, 'Never tell a lie.'
56. The boy said, 'What luck!'
57. The girl said, 'O, what fun it is!'
58. The woman said, 'Alas, I am ruined now!'
59. I said to my sister, 'May you be happy!'

60. My sister said to me, ' God bless you ! '
61. The boy said, ' Long live the king ! '
62. The teacher said to us, ' May you all have a nice holiday ! '
63. The old man said, ' Alas, those happy days are gone. '
64. ' Stop ! thief ! ' cried the policeman.

EXERCISE 4

Express the following in the direct form of narration :—

1. The boy said that the horse had run away.
2. Rasul will say that the team cannot play on Monday.
3. Sharda mentioned that the weather was very warm that day.
4. My teacher thought that that poem was not very difficult.
5. He declared that the clerk was writing a letter.
6. The soldier said that he would do his duty.
7. The merchant maintained that the umbrella would cost two rupees.
8. Rama said that the dog was blind.
9. Sita told Rama that she could not find his book then.
10. Hari said that he would be very pleased to see him the next day.
11. You said that you were ill.
12. Hussein told me that I looked very pale that night.
13. The fisherman thought that if he let go the fish then, it might not return to him.
14. You told me that you had not slept the night before, and that you could not read that lesson then, but if I went to you the next day you would be ready with it.
15. The teacher bade the boys be silent.
16. The teacher advised the boys to work carefully.
17. Antonio asked Bassanio to give him his hand.
18. My brother advised me not to loiter on the way.
19. The mouse prayed to the lion to let it go then, as it might be useful to him thereafter.
20. The general commanded the soldiers to march quickly.
21. The gentleman ordered his servant to keep his car ready the next morning.
22. Lakshman asked his sister to run a race with him.

23. I inquired of the traveller whether he had ever met with an accident.
24. He asked his servant why he had opened the door.
25. Hemant inquired of me whether my sister was good in English.
26. My mother wanted to know why I was up so early that day.
27. The teacher asked which was the longest river in the world.
28. Sita asked her sister whether she had gathered the flowers.
29. The doctor wanted to know when he first had the fever.
30. The girl inquired whether I had seen a rainbow in the sky the previous evening.
31. He asked me when I would leave for Delhi.
32. The teacher wished to know why I wanted to leave the next day.

EXERCISE 5

Express the following passages in the indirect form of narration :—

1. The teacher became angry with the student and said, 'Why have you disturbed the class in this way? I have told you before that when I am speaking, you should be silent. Leave the room, and do not return to-day.'

2. *Gopal*.—How do you think you have done in the examination?

Krishna.—That is a question which I cannot answer here and now. Wait till we get home and I have had time to look at my books to-night.

Gopal.—But, surely, you must have some general idea of how you have done.

Krishna.—I do not want to say anything. 'Speech', they say, 'is silver, but silence is golden.'

Gopal.—Well, please yourself then.

3. 'Gentlemen,' I said, after silence had been restored, 'there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only?' 'We never have judged,' replied one of my hearers, 'and we never will judge you in this way.' 'What a wonderful admission,' I said, 'surely you cannot mean what you now assert.' He responded, 'How can you doubt it? Would that I could restore

your confidence in our fidelity.' 'Show it by action,' was my answer, 'and you need never fear my disapproving of your conduct.'

4. 'Well,' cried I, 'my good boys, how do you like your bed? I hope you are not afraid to sleep in this room, dark as it appears.' 'No, papa,' says Dick, 'I am not afraid to be anywhere where you are.' 'And I,' says Bill who was but yet four years old, 'I love my place best that my papa is in.'

5. 'Indeed, son,' replied the mother seriously, 'I cannot help telling you that you have quite forgotten yourself. Besides, if you really mean to put this resolution of yours into execution, I do not see whom you can get to venture to propose it for you.' 'You yourself,' he replied immediately. 'I go to the Sultan!' answered his mother amazed, 'I shall take care how I meddle in such an affair. Why, who are you, son,' continued she, 'that you can have the assurance to think of your Sultan's daughter?'

6. 'Well, James,' said an official of a country bank to an applicant for the vacant post of a watchman, 'this is your first job of the kind, isn't it?'

'Yes, sir.'

'Your duty must be to exercise vigilance.'

'Yes, sir.'

'No stranger must be allowed to enter the bank at night under any pretext whatever.'

'No, sir.'

'And our manager—he is a good man, honest and trustworthy; but it will be your duty to keep your eye on him.'

'But it will be hard to watch two men and the bank at the same time.'

'Two men, how?'

'Why, sir, it was only yesterday that the manager called me in for a talk, and he said you were one of the best men in the world, but it would be just as well to keep both eyes on you, and to let the directors know what you were about after hours.'

7. *Youth.*—'How much does this thermometer cost?'

Shopkeeper.—'Seven-and-sixpence, sir.'

Youth.—'Why, I got one just like it here a couple of days ago for five shillings.'

Shopkeeper.—‘What time in the day did you buy it, sir?’

Youth.—‘About eight o’clock in the morning.’

Shopkeeper.—‘Ah, well, you see, sir, it’s twelve o’clock now; thermometers are always higher at noon.’

8. Some amateurs in a provincial town gave a theatrical performance. Just before the curtain went up, the leading actor took the manager aside and said to him:

‘Now, look here, I don’t intend to drink water instead of wine in the drinking scene in the second act. I want wine, genuine wine. We must make this play as realistic as possible.’

‘Oh, you want champagne at fifteen shillings a bottle, do you?’

‘Yes, sir. Everything must be realistic.’

‘All right. In the second act you shall have real wine, and when you take poison in the last act you shall have some real poison. I’ll see that you don’t complain of the play not being realistic enough. How does prussic acid strike you?’

9. A revenue collector received intimation that a person kept a trap without paying duty.

The collector called and began:

‘You keep a trap, I understand.’

‘Yes.’

‘Have you a licence for that trap?’

‘No.’

Down went an entry of this candid admission in the notebook.

‘Did you have a licence last year?’

‘No.’

Another entry in the book.

‘Why did you not take out a licence?’

‘I did not think it necessary.’

‘How many wheels has it?’

‘None.’

‘None! What sort of a trap is it?’

‘A mouse-trap.’

10. A gentleman came up to Francisco’s stall and, pointing to a melon, said, ‘What a large melon! What do you ask for it?’

‘That melon is the last I have, sir; and though it looks very fair, there

is a black spot on it,' said the boy, turning it over, 'which shows that it may be unsound in the middle.' 'So there is!' said the man, 'so I think I shall not take it.' 'But,' he added, looking into the boy's honest face, 'is it businesslike to point out the defects of your fruit to your customers?' 'It is better than to be dishonest, sir', said the boy, modestly. 'You are right,' said the gentleman, 'always remember that and I shall remember your little stall in future.'

11. A cat hearing that a hen was laid up sick in her nest, paid her a visit of condolence and, creeping up to her, said, 'How are you, my dear friend? What can I do for you? What are you in want of? Only tell me, is there anything in the world that I can bring you? Keep up your spirit and do not be alarmed.' 'Thank you,' said the hen, 'do you be good enough to leave me and I have no fear but I shall soon be well.'

12. Now as they were jogging on together, the wolf spied a crease in the dog's neck and, having a strange curiosity, could not forbear asking him what it meant. 'Pugh! nothing!' said the dog. 'Nay, but pray', said the wolf. 'Why,' said the dog, 'if you must know, I am tied up in the daytime, because I am a little fierce, for fear I should bite people, and am only let loose at nights. But this is done with a design to make me sleep a-days more than anything else, and that I may watch the better in the night-time: for as soon as the twilight appears, out I am turned, and may go where I please. Then my master brings me plates of bones from the table with his own hands; and whatever scraps are left by any of the family, all fall to my share, for you must know I am a favourite with everybody. So you see how you are to live. Come, come along; what is the matter with you?'— 'No,' replied the wolf, 'I beg your pardon; keep your happiness all to yourself. Liberty is the word with me; and I would not be a king upon the terms you mention.'

EXERCISE 6

Express the following in the direct form of narration:—

1. He asked how he did, how he had rested in the night, what his complaint was, where his pain was and what he could do to help him.

2. He said that his mother was just then absent from home, but that I should not on that account defer my visit, as she would without doubt return in a few days and, in the meantime, I might arrange with him the details of the business which I had mentioned to him at our former meeting.

3. Our neighbour told us that she had, the day before, let her second floor to a gentleman, who told her he kept very good hours, and was generally at home most part of the morning and evening at study; but that that morning he had for an hour made that extraordinary noise which she had then heard.

4. Mr. Smith, in proposing the health of the Prince of Wales, remarked that he had that evening a very pleasant task to perform. The Prince took, as they all knew, a deep interest in anything that was brought forward to advance the welfare of his own country and was always ready to place his services at the disposal of an institution that was worthy of support. He was ever ready to do his duty.

5. He said that he would never be a party to a proposal such as the one before that meeting; he felt certain that it was a step in the wrong direction. He was of opinion that no one who had any knowledge of the needs of the city would support such a measure.

6. My friend Sir Roger de Coverley told me the other night that he had been reading my paper on Westminster Abbey, in which there were a great many ingenious fancies. He told me at the same time that he observed I had promised another paper upon the tombs and that he should be glad to go and see them with me, not having visited them since he had read history.

7. The duke, pitying the unfortunate father, said that if it were not against the laws, which his oath and dignity did not permit him to alter, he would freely pardon him. Yet, instead of dooming him to instant death, he would give him that day to try, if he could beg or borrow the money to pay the fine.

8. Portia entreated her dear lover to dispatch all business and be gone; promising him that he should have gold to pay the money twenty times over before that kind friend should lose a hair through her Bassanio's fault; and assuring him that, as he was so dearly bought, she would dearly love him.

9. The lion asked the goat what delight he could take to skip from one precipice to another all day and risk the breaking of his neck every moment.

10. She told her father that she had seen her husband's ring on the hand of the beggar who sat by the side of the garden ; and she asked him to send for him that they might find out how the ring had come into his hands.

11. The king asked the farmer whether he expected to reap the fruit of the tree he then planted.

12. The boy wrote to his master that his parents had arrived from his village and, as he had to go and make arrangements for their accommodation, he requested him to grant him leave for that afternoon.

EXERCISE 7

Re-write each of the following passages as a dialogue :—

1. The sultan said that he should like to know what the two owls were saying to each other ; and he asked the vizier to listen to their discourse and give him an account of it. The vizier said that he had heard part of their conversation, but did not wish to tell the sultan what it was.

2. A horse asked a man whether he would help him against a wild boar that had insulted him. The man replied that he would gladly do so, but that he should afterwards require his services and that he would have to go home with him. The horse thanked him, but said that he saw that revenge would cost more than it was worth and that he would, therefore, not accept his kindness.

3. The Emir said to the Crusader that there was truce between their nations ; wherefore should they two be at war ? Let there be peace between them. The Crusader replied that he was well content that it should be so ; but asked what security the Emir offered that he would observe the truce. The Emir rejoined that it was rather the Crusader from whom he should demand security. The Crusader thereupon swore by the cross of his sword that he would be a true

companion to the Emir, while their fortune willed that they should remain together.

4. I told him that I should not go out of his house until he had done justice to myself and my sister, to which he replied that as to that I might please myself, that I was welcome to remain in that house as long as I pleased, and that he hoped I should be comfortable while I honoured it with my presence ; but that, as for himself, he unfortunately had an important engagement elsewhere just then, and would therefore be unable to enjoy my agreeable society.

5. A dervish once asked two merchants whom he met in the desert whether they had not lost a camel. They replied that they had. The dervish then inquired whether the animal was not blind in his right eye and lame in his left leg. The merchants replied that he was. Then the dervish wished to know whether the camel was not loaded with honey on one side and wheat on the other. The merchants replied that he certainly was and that as the dervish had so lately seen the animal, he could probably conduct them to him. The dervish assured them that he had never seen their camel, nor even heard of him but from them.

SECTION II

AIDS TO WRITING CORRECT ENGLISH

CHAPTER VI

CAPITAL LETTERS AND PUNCTUATION MARKS

1. A capital letter is used to begin :—

- (i) a sentence ;
- (ii) a line in poetry ;
- (iii) a proper name, or an adjective formed from a proper name :
John, Hiralal, Lahore, January, Monday, the Chinese people, the English language ;
- (iv) a title : Mr. Davis, Miss Gandhi, Dr. Wilson, Lord Irwin, Dewan Chamanlal.

NOTE.—The first person singular pronoun I is always a capital.

2. A comma (,) is used :—

- (i) to mark off words or phrases in apposition :—
He, the offender, shall be punished.
We visited Delhi, the capital of India ;
- (ii) to mark off each one of a series of nouns, verbs, adverbs, or adjectives :—wheat, rice, maize, and dal are exported from India.

NOTE.—The comma is sometimes omitted before the conjunction and. It is also correct to write 'Wheat, rice, maize and dal are exported from India.'

- (iii) after introductory adverbs or adverbial phrases :—firstly
well, on the whole, of course ;
- (iv) to mark off the name of a person addressed :—
Mother, I want a hat ;

- (v) whenever a brief pause is necessary in a sentence, and no other punctuation mark is used:—

Try, try again, till you win.

The examination being over, the boys have gone home.

The climate of Simla is, I believe, very healthy.

3. A semi-colon (;) is used to separate connected clauses:—

- (i) if not joined by a conjunction, specially when one of the clauses is complex:—

Men who have wealth are often hard-hearted ; it is the poor who feel for the poor ;

- (ii) if they are connected by such conjunctions as therefore, else, otherwise:—

I have no money ; therefore I cannot keep a carriage.

4. A colon (:) is used to introduce a statement in support of a previous statement, or to introduce a quotation:—

In Bombay we see men of many creeds and races : Hindus, Mohammedans, Parsis, Negroes, Japanese and Europeans. Shakespeare says : ' Uneasy lies the head that wears a crown.'

5. A full stop (.) is used:—

- (i) at the end of every sentence ;
(ii) at the end of every shortened form of a word : Jan. (i.e. January) ; Mr. (i.e. Mister).

6. A question mark (?) is used at the end of every interrogative sentence:—

When will you return ?

7. A sign of exclamation (!) is used at the end of every sentence which expresses surprise, fear, or admiration:—

What luck ! How terrible ! What a man !

8. Quotation marks (' '), i.e. inverted commas, are used to mark off the actual words said or written by someone else:—

He says, ' I am going to the market.'

Tennyson writes, ' More things are wrought by prayer than this world dreams of.'

EXERCISES

Punctuate the following, using capital letters where necessary :—

1. oh sir said the good woman he was such a comely lad so sweet-tempered and so kind to everyone around him

2. our creator is omnipotent omnipresent omniscient he is the source of all being life intelligence and happiness

3. he perceiving my shadow on the wall by his bedside asked who was there sir I am here quoth i if i might see your grace well what is it of the clock said he to me

4. the instant the woman saw the young man she exclaimed oh sir you will do something for me make them release me my boy my boy is drowning and they will not let me go it would be madness she will jump into the river said one of the men and the rapids would dash her to pieces in a moment

5. at length on thursday morning the 30th of september we began our journey having sent off some hours before our train consisting of twenty-four camels eight carts drawn by bullocks twenty-four horse servants ten ponies forty bearers and coolies of different descriptions twelve tent pitchers and a guard of twenty sepoy under an indian officer

6. there is among the records of newton the following sentence in the spirit of shakespeare i seem to have been only a boy playing on the seashore and diverting myself in finding a smoother pebble or a prettier shell than ordinary whilst the great ocean of truth lay all undiscovered before me

7. A. do you mean to tell me that he has asked the colonel into his fort into fort kotal he demanded.

B. yes we are going to ride over when the sun gets a little lower

C. we who are we

8. the emperor having listened to sir henry's proposal with profound amazement exclaimed with resentment when was it ever heard that a great prince like myself willingly left his own palace to become a prisoner in the hands of strangers sir henry however declared that he would not be going as a prisoner but would be simply changing his residence if i should consent to such degradation cried the emperor my subjects never would

9. a quaker was one day walking on a country road he was suddenly met by a highwayman pointing a pistol the man exclaimed your money or your life my friend said the quaker i cannot deliver my money for i should be helping thee in evil-doing however exchange is lawful and i will give thee my purse for the pistol the robber agreed on receiving the purse the quaker at once held the pistol at the robber's head and said now friend my purse back or the weapon may go off fire said the robber there is no powder in the pistol

10. piping down the valleys wild
piping songs of pleasant glee
on a cloud i saw a child
and he laughing said to me

pipe a song about a lamb
so i piped with merry cheer
piper pipe that song again
so i piped he wept to hear

CHAPTER VII

THE ARTICLE

A (or **an**) and **the** are called articles.

A (or **an**) is the indefinite article ; it is a form of **one**.

The is the definite article ; it is a form of **that**.

As a rule, a common noun in the singular number must have **an** article before it :—

There is **a** cow in **the** field.

The girl gave **an** anna to **the** beggar.

If, however, such a noun has **no**, **one**, **that**, **each**, **every**, **which**, **what** or a possessive pronoun before it, no article is used :—

I called **that** boy.

I know **which** book is his.

He has lost **his** pen.

The may be used with plural nouns, but **a** or **an** can never be so used.

The article generally comes before the noun. If there is an adjective before the noun, the article is put before the adjective :—

There is **a** book on the table.

There is **a** blue book on the round table.

When, however, the adjective is preceded by **so**, the indefinite article **a** or **an** comes after the adjective :—

I never saw so good **a** boy.

A, An

A is used when the word next to it begins with a consonant sound :—

The hunter killed **a** tiger.

An is used when the word next to it begins with a vowel sound :—

The hunter killed **an** alligator.

The indefinite article **a** (or **an**) is used in the sense of (i) **any one**,

(ii) **one or the same** and (iii) **a certain or some one** :—

Give me **a** piece of paper. (Here, **a**=any one.)

Sixteen annas make **a** rupee. (Here, **a**=one.)

Birds of **a** feather flock together. (Here, **a**=the same.)

I saw **an** aeroplane to-day. (Here, **an**=a certain.)

The

The definite article **the** is used :—

(i) when speaking of a thing already mentioned :—

I once saw a lion and a tiger ; **the** lion had a mane, but **the** tiger had none.

(ii) to refer to a particular thing, or a thing well known to us :—

I don't want **the** broken umbrella.

(iii) when speaking of a whole class, with the noun in the singular number, or with an adjective of quality :—

The camel is a gentle animal.

The poor deserve our help.

Note, however, that '**man**' without any article is used for **the** whole class :—

Man is mortal.

(iv) before the names of rivers, seas, mountain ranges, groups of islands and certain descriptive geographical proper names :—

London is situated on the Thames.

India is bounded on the west by the Arabian Sea, and on the north by the Himalayas and the Hindu Kush mountains.

We say, the Punjab, the Deccan, the Konkan, the Netherlands, the United States.

(v) before the names of ships and newspapers :—

He will sail by the S.S. Golden Glory.

The Bombay Chronicle was founded by Sir Pherozeshah Mehta.

(vi) before names of things of which only one exists :—

the earth, the sun, the moon, the sky.

(vii) with the superlative degree of adjectives :—

A prize will be awarded to the swiftest runner.

(viii) before the comparative degree in certain uses :—

The harder you work, the better are your chances of getting a scholarship.

NOTE.—In such cases, **the** is an adverb (= by that amount).

SOME SPECIAL POINTS ABOUT THE USE OF THE ARTICLE

Common nouns in the singular number are used without any article in certain idiomatic phrases formed by a transitive verb or a preposition and its object : to leave school, to give ear, in bed, on foot.

The boy has left school.

Will the sultan give ear to Abdul's request ?

He was in bed till eight.

As he could not hire a carriage, he went on foot.

As a rule, proper nouns, and abstract, material and collective nouns used in a general sense do not take any article before them.

If, however, any such noun is used in a particular sense, as in the following examples, it will have an article before it :—

All admired the daring of the brave Bob Clive.

Bombay is the London of the East.

A Mr. Basu travelled in our compartment.

Gama is known as the Hercules of India.

The love of parents is natural.

There were many causes for the enmity between France and Germany.

The cotton of Navsari is considered the best in India.

The oil of almonds is used as medicine.

He loves the society of good men.

The cattle of Australia are stronger than those of India.

EXERCISE 1

Fill the blanks in the following by using the suitable articles :—

1. Our teacher called me.....good boy.
2. Did you see.....fire in our town last night ?
3. Let us go and bathe in.....river.
4. There were heavy floods in.....Indus valley.
5. Manu saw.....ass entering his field.
6. Krishna told me.....news of your success.
7. I saw.....bear and.....elephant in.....circus ; I was frightened when.....bear growled, but not when.....elephant trumpeted.
8. Do you want.....bright key ?
9. The kind man helped.....poor.
10.rich ought to help.....poor.
11.lion is a beast of prey, but.....ox is not.
12. When.....(steamer) *Nur Jahan* reached.....Bay of Biscay,sea was very rough.
13. Delhi is.....capital of India.
14. Lahore is.....chief city in.....Punjab.
15. Poona is.....famous town in.....Deccan.
16.highest peaks of.....Himalayas as well as those ofAlps are covered with ice.
17. Eight furlongs make.....mile.
18. Twelve pies make.....anna.
19. There were no clouds in.....sky.
20.light of.....sun is brighter than.....light of.....moon.
21.greater part of.....surface of.....earth is covered byocean.

22. He is.....best player in our team.
23.Taj Mahal is.....most beautiful tomb in.....world.
24.girl was playing in.....street, when.....wild bull came and frightened her;.....girl ran hastily to.....neighbouring house where.....elderly man was sitting withthick stick in his hand.man took up.....stick, ran to.....bull, and drove him out of.....street.girl thanked.....man and again went to play instreet.

EXERCISE 2

Insert articles wherever necessary in the following story :—

Fox one day invited crane to dinner, and only put before him flat dish full of soup. Crane with his long beak could not take up soup which, however, fox lapped up in instant.

Next day crane, in order to avenge himself for fox's trick, invited him to dinner. This time dinner consisted only of boiled rice in vessel with very long neck. Fox could not reach rice, but crane could easily put his long beak to bottom of vessel. Crane therefore had good dinner, but fox went away hungry.

CHAPTER VIII

AGREEMENT

1. The verb must agree with its subject in **number** ; when **the** subject is in the singular, the verb must be singular, and when **the** subject is plural, the verb must be plural :—

The **man** is busy.

The **men** are busy.

2. When two or more singular nominatives (nouns or pronouns) are joined by **and**, the verb is plural :—

Rama and Hari are my friends.

He and his sister have decided to go to Madras.

3. When a singular nominative (noun or pronoun) is joined to another noun or pronoun by **with** or **as well as**, the verb is singular :—

The old man **with** his son goes to the market.

The old man **with** his sons goes to the market.

The old man **as well as** his son is industrious.

The old man **as well as** his sons is industrious.

4. When two singular nominatives are joined by **or** or **nor**, the verb is singular :—

Neither Karim **nor** Kadar **is** to blame.

5. When a singular nominative is joined to a plural nominative by **or** or **nor**, the verb is plural :—

The farmer **or** his servants guard the crops.

He **or** they are to be blamed.

(In such cases the plural nominative is placed nearer the verb.)

6. The verb agrees with its subject in person :—

I am innocent.

He is innocent.

7. When two or more nominatives of different persons are joined by **or** or **nor**, the verb agrees with the one nearest it :—

Neither he **nor** I am ready.

Either you **or** he is a liar.

8. A nominative preceded by **each** or **every** must be in the singular and must take a singular verb :—

Each boy was given a prize.

Every scout honours the scout law.

EXERCISES

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets :—

1. The horse.....lame. (To be)

2. Men.....reasoning animals. (To be)

3. Man.....the only animal that can reason. (To be)

4. The boys of this class.....not mischievous. (To be)

5. A girl of this school.....the prize. (To win)

6. The engine.....six wheels. (To have)

7. The water of this well.....brackish. (To taste)

8. The servant we employed last week.....his work very well.
(To do)
9. That man with books in his hands.....to the library. (To go)
10. A flock of many dozen sheep.....by this way. (To pass)
11. The people of China.....opium. (To like)
12. The houses in our street.....in a row. (To stand)
13. A horse and a cow.....in the field. (To graze)
14. Govinda and Hussein.....to the library. (To go)
15. The cuckoo.....a song-bird. (To be)
16. The cuckoo and the nightingale.....song-birds. (To be)
17. The cuckoo.....not build a nest. (To do)
18. A carpenter and a blacksmith.....in our street. (To live)
19. Atul and Dinkar.....to school together. (To go)
20. Sita and Laxmi.....sewing very well. (To do)
21. The woman with a blue sari.....my neighbour. (To be)
22. The woman with a baby in her hands.....to the bazaar. (To go)
23. Those men with a cow.....to the fair. (To go)
24. The governor as well as his ministers.....the council. (To attend)
25. Saiyed as well as Ismail.....the examination. (To pass)
26. The cup and the saucer.....on the shelf. (To be)
27. The cup as well as the saucer.....on the shelf. (To be)
28. The cow with her calves.....near the stable. (To stand)
29. Abdul or Bhima.....in the garden. (To be)
30. Dutt or his companion.....the noise. (To make)
31. Either Nehru or Sapru.....the book. (To have)
32. Neither Dawood nor Shaukat.....wine. (To drink)
33. Neither my horse nor my cow.....away from the stable. (To run)
34. Either the teacher or the monitor.....order in the class. (To keep)
35. Either you or I.....in the wrong. (To be)
36. You or he.....guilty. (To be)
37. Every citizen.....a duty towards the motherland. (To have)
38. Every passenger.....his own luggage. (To carry)
39. Every boy.....his own pencil. (To bring)
40. Each first-class ticket.....eight annas. (To cost)

CHAPTER IX

SHALL AND WILL

Shall and **will** are both used to show that something will happen in time to come. But there is some difference in their meaning according as they are used with the pronouns of the first, second or third person.

1. If a future action is to be simply foretold, **shall** is used with the first person, and **will** with the second and the third persons:—

I shall expect you at my house.

You will enjoy the exercise.

He will arrive at six.

2. If a promise, command, determination or threat is to be expressed, **will** is used with the first person, and **shall** with the second and the third persons:—

I will give you my pen (I promise to give you my pen).

Thou shalt not steal. (Command)

I will fight him (i.e. I am determined to fight him).

The offender shall be punished. (Threat)

3. The same rules apply also to the use of **should** and **would**. Note however that **should** sometimes expresses duty or obligation, and **would** expresses a past habit:—

We should respect our parents.

When he was at school, he would rise early in the morning and begin his work.

4. In a question,

(i) when the subject is in the first person, **shall** or **should** is used:
 Shall I call him?

(ii) when the subject is in the second or the third person, **shall** and **should** or **will** and **would** are used according as they are expected to be employed in the answer:

Shall you call him?

This expects the answer, 'Yes, I shall'.

Will he come to-morrow?

This expects the answer, 'Yes, he will' or 'No, he will not'.

5. If the following lines are got by heart, they will help you to remember the above rules concerning the use of shall and will :—

In the first person, simply shall foretells,
In will, a threat or else a promise dwells ;
Shall, in the second and the third, does threat ;
Will simply then foretells the coming feat.

CHAPTER X

THE FORMATION OF WORDS

Words in the English language are either simple or derived.

A SIMPLE word (also called a Primitive word) is one that is not combined with any other word or syllable, e.g. man, fear, come, good.

A DERIVED word (also called a Derivative) is formed :—

(i) by some change within a Simple word ; such a word is called a Primary Derivative, e.g. graze (from grass), brake (from break).

(ii) by adding a syllable or ' affix ' either before or at the end of a Simple word ; such a word is called a Secondary Derivative, e.g. pre-cede, re-mote, man-ly, furi-ous.

(iii) by combining one word with another ; such a word is called a Compound word, e.g. plough-man, air-tight.

Simple words are generally of Anglo-Saxon origin.

I. PRIMARY DERIVATIVES

Primary Derivatives are of three kinds.

(i) *Nouns formed from other words—*

FLEET	from	' Float '	(verb)
DROVE	„	' Drive '	(verb)
CLOCK	„	' Clack '	(verb)
DOLE	„	' Deal '	(verb)
STROKE	„	' Strike '	(verb)
WEB	„	' Weave '	(verb)
WATCH	„	' Wake '	(verb)
SPEECH	„	' Speak '	(verb)

BRAND	„	‘ Burn ’	(verb)
BREECH	„	‘ Break ’	(verb)
GRIEF	„	‘ Grave ’	(adjective)
WHEAT	„	‘ White ’	(adjective)
PRIDE	„	‘ Proud ’	(adjective)
HEAT	„	‘ Hot ’	(adjective)

(H) *Adjectives formed from other words—*

WISE	from	‘ Wit ’	(noun)
MILCH	„	‘ Milk ’	(noun)
FLEET	„	‘ Float ’	(verb)
LOW	„	‘ Lie ’	(verb)

(Mi) *Verbs formed from other words—*

BLEED	from	‘ Blood ’	(noun)
GILD	„	‘ Gold ’	(noun)
TELL	„	‘ Tale ’	(noun)
FEED	„	‘ Food ’	(noun)
HALVE	„	‘ Half ’	(noun)
WREATH	„	‘ Wreath ’	(noun)
SOOTHE	„	‘ Sooth ’	(noun)
CLOTHE	„	‘ Cloth ’	(noun)
BATHE	„	‘ Bath ’	(noun)
BREATHE	„	‘ Breath ’	(noun)
FILL	„	‘ Full ’	(adjective)
GRIEVE	„	‘ Grave ’	(adjective)
FAWN	„	‘ Fain ’	(adjective)
HEAL	„	‘ Hale ’	(adjective)

II. SECONDARY DERIVATIVES

Secondary Derivatives are as a rule formed from Anglo-Saxon, Greek, Latin and French roots and particles. The following are the most important prefixes and suffixes that help to build up such words.

(i) *Prefixes*

PRINCIPAL ANGLO-SAXON OR ENGLISH PREFIXES

A (*on, in*) : *afoot, ashore, away*

Al (*all*) : *almighty, altogether*

By (*on the side*) : *byword, bystander*
For (*thorough*) : *forbid, forgive*
Fore (*before*) : *foresee, foretell*
Gain (*against*) : *gainsay* (say against)
Mis (*wrong, bad*) : *mistake, misdeed*
Out (*out*) : *outcaste, outside*
Over (*above*) : *overflow, overcoat*
Un (*not*) : *unwise, unripe*
Wel (*in good state*) : *welfare, welcome*

PRINCIPAL LATIN AND FRENCH PREFIXES

A, ab, abs (*from, away from*) : *apart* (parted from), *abnormal* (away from norm or rule), *abstain* (to hold or refrain from)
Am, amb (*around, about*) : *amputate* (to cut around), *ambition* (going around for votes)
Ante (*before*) : *antecedent* (going before), *antedate*
Bene (*well*) : *benefit* (a thing done well), *benevolent* (wishing well)
Circum, circu (*around*) : *circumference* (going round), *circuit*
Contra, counter (*against*) : *contradict, counteract*
De (*from down*) : *depart* (to part from), *descend* (to climb down)
Dis (*to take from, out of, not*) : *disorder* (to take away order), *disinter* (to take out of the grave), *disobey* (not to obey)
Ex, e (*out of*) : *expel* (to drive out of), *elect*
Extra (*beyond*) : *extraordinary* (beyond the ordinary)
Inter, intro, enter (*within*) : *interrupt, introduce, enterprise*
Male, mal (*ill*) : *malefactor, maltreat*
Mis (*ill*) : *misfortune, misuse*
Ob (*against*) : *object* (to place against)
Paene (*almost*) : *peninsula* (almost an island)
Pre (*before*) : *predict* (to say before)
Se, Sed (*aside, away*) : *separate* (put aside), *sedition* (a going away from)
Sine (*without*) : *sinecure* (an office without care or work)
Sub (*under*) : *subject* (under government), *subscribe* (to write under)
Super, sur (*above, over*) : *superstructure, survive*
Trans, tra (*across*) : *transmit* (to send across), *traverse* (to go across)
Vice (*instead of*) : *viceroys* (in place of a king)

PRINCIPAL GREEK PREFIXES

A, an (*want of, without*) : *apathy* (want of pathos or feeling), *anarchy* (want of government), *anonymous* (without a name)

Amphi (*on both sides*) : *amphitheatre*, *amphibious* (living both on land and in water)

Ana, an (*through, up to, again*) : *anatomy* (a cutting through), *analysis* (resolving again into simple parts)

Anti, ant (*opposite to, against*) : *antipathy*, *antagonist*

Hetero (*different*) : *heterogeneous* (of different kinds)

Homo (*same*) : *homogeneous* (of the same kind)

Hyper (*above*) : *hyperbole* (exaggerated speech)

Meta, meth (*beyond, after*) : *metaphor* (carrying beyond, i.e. using a word in a sense different from its original meaning), *method* (after or according to a way)

Para, par (*similar, beside*) : *paraphrase* (giving a similar expression), *parallel* (lines beside)

Syn (*with*) : *syntax* (with order)

Tele (*afar*) : *telegraph* (writing from afar), *telephone* (sound from afar)

(ii) Suffixes

PRINCIPAL ANGLO-SAXON OR ENGLISH SUFFIXES

-craft (*skill, condition*) : *woodcraft*, *witchcraft*

-dom (*condition, authority*) : *freedom*, *Christendom*

-hood, -head (*rank, condition*) : *manhood*, *godhead*

-lock (*condition*) : *wedlock*

-ness (*state*) : *goodness*, *wilderness*

-red (*condition*) : *kindred*, *hatred*

-ric (*rule*) : *bishopric*

-ship (*condition, manner*) : *friendship*, *fellowship*, *lordship*

-th (*condition*) : *health*, *breadth*

ANGLO-SAXON DIMINUTIVE SUFFIXES

-ock : *hillock*, *bullock*

-kin : *lambkin*, *Peterkin*

-ing : *farthing* (fourth), *shilling*

- ling : *duckling*, *stripling*
- y : *baby*
- ie : *lassie*, *birdie*
- el, -le : *satchel* (sack), *sickle* (scythe)
- en : *chicken*, *kitten*

PRINCIPAL LATIN SUFFIXES

- acy (*condition, office*) : *celibacy*, *magistracy*
- age (*condition, state*) : *bondage*, *peerage*
- cide (*murder*) : *patricide* (one who murders his father), *matricide*, *regicide* (murderer of a king)
- mony (*state*) : *matrimony*, *acrimony*
- ry : *slavery*, *poetry*
- ty : *authority*
- y : *mastery*, *study*, *industry*, *unity*

LATIN AND FRENCH SUFFIXES

- aster : *poetaster* (inferior poet)
- cule : *animalcule*
- il : *codicil*
- ule : *globule*
- el : *cockerel*
- et : *coronet*
- ette : *cigarette*

PRINCIPAL GREEK SUFFIXES

- archy (*rule*) : *monarchy*
- cracy (*rule*) : *democracy*
- crat (*ruler*) : *democrat*
- ast, -ot, -ist (denoting *agent*) : *enthusiast*, *patriot*, *artist*

A GREEK DIMINUTIVE SUFFIX

- isk : *asterisk*, *obelisk*

III. COMPOUND WORDS

(i) *Compound nouns*

Compound nouns can be formed in the following ways :—

1. A noun preceded by a noun, as : hay-stack, foot-path, fountain-pen, mother-land, shoe-maker, corn-field, church-yard, ink-stand, sun-shade, swords-man, sun-beam.
2. A noun preceded by an adjective, as : quick-silver, mid-day, noble-man, twi-light.
3. A noun preceded by a verb, as : tell-tale, spend-thrift, turn-coat.
4. A noun preceded by a gerund, as : blotting-paper, looking-glass, smelling-salts.
5. A gerund preceded by a noun, as : back-biting, wire-pulling, eaves-dropping.
6. A noun preceded by an adverb, as : fore-taste, out-law, off-shoot, by-path, over-coat.
7. A verb preceded or followed by an adverb, as : wel-fare, in-come, draw-back, out-break.
8. A noun preceded by a pronoun, as : he-goat, she-wolf.
9. A verb preceded by a verb, as : hear-say.

(ii) *Compound adjectives*

Compound adjectives can be formed in the following ways :—

1. An adjective (or participle) preceded by a noun, as : head-strong, child-like, shame-faced, life-long, bed-ridden, heart-broken, home-made, time-serving.
2. An adjective (or participle) preceded by an adverb, as : down-right, down-trodden, out-spoken.
3. A noun preceded by an adjective (or participle), as : blind-fold, bare-foot, a five-rupee note.
4. An adjective preceded by an adjective, as : red-hot.
5. A noun preceded by a preposition, as : under-hand.

(iii) *Compound verbs*

Compound verbs can be formed in the following ways :—

1. A verb preceded by a noun, as : way-lay, back-bite.
2. A verb preceded by an adverb, as : under-stand, over-hear, ful-fill.

3. An adverb preceded by a verb, as : put on, doff (=do off).
don (=do on).

(iv) *Compound adverbs*

Compound adverbs may be formed in the following ways :—

1. A noun preceded by a noun, as : side-ways.
2. A noun preceded by a preposition, as : in-side, out-side.
3. A noun preceded by an adjective, as : some-times.
4. An adverb preceded by an adjective, as : any-how.
5. An adverb preceded by an adverb, as : where-as.
6. A preposition preceded by an adverb, as : **there-fore**, **there-upon**, **forth-with**.

CHAPTER XI

SOME EXPRESSIVE WORDS

I. WORDS SHOWING COLLECTION

Certain words are used to denote a GROUP or COLLECTION of a particular kind :—

An ARMY of soldiers	A CLOUD of locusts
A BAND of musicians	A CLUMP of trees
A BEVY of girls	A CLUSTER of grapes, nuts, stars, islands
A BOARD of trustees, directors	A CODE of laws
A BROOD of chickens	A COMPANY of soldiers, mer- chants
A BUDGET of news, letters	A CONCOURSE of people
A BUNCH of grapes, plantains, fruits, keys	A CONGRESS of delegates, repre- sentatives
A BUNDLE of sticks	A CONSIGNMENT of goods
A CARAVAN of merchants, pil- grims, travellers	A COURSE of lectures
A CENTURY of years, sonnets, inventions, runs	A CREW of sailors
A CHAIN of mountains	A CROWD of people
A CLASS of students, persons	A CONSTELLATION of stars

A CURRICULUM of studies
 A DROVE of cattle
 A FAGGOT of sticks
 A FLEET of ships
 A FLIGHT of birds, stairs or steps
 A FLOCK of sheep, geese
 A FOREST of trees
 A GANG of prisoners, robbers, thieves, convicts, workmen
 A GARLAND of flowers
 A GROUP of figures (in a picture), islands
 A HERD of cattle, deer, goats
 A HIVE of bees
 A LEAGUE of states, powers
 A LIBRARY of books
 A LITTER of pigs, pups

A MULTITUDE of people
 A PACK of hounds, playing-cards
 A PEAL of bells
 A SERIES of events
 A SHEAF of corn, arrows
 A SHOCK of hair, corn
 A SHOWER of arrows
 A STACK of hay, wood
 A SUIT of clothes
 A SUITE (pron. *sweet*) of rooms, apartments
 A SWARM of bees, ants
 A TEAM of horses, oxen, cricketers
 A TRAIN of waggons, carriages, followers
 A TROOP of school-children

II. DIMINUTIVES

Certain nouns are formed from other nouns to express smallness, affection or contempt. Such words are called **diminutives** :—

Ankle	...	Anklet
Arm	...	Armlet
Baron	...	Baronet
Book	...	Booklet
Brook	...	Brooklet
Bull	...	Bullock
Cat	...	Kitten
Crown	...	Coronet
Dame	...	Damsel
Dear	...	Darling
Duck	...	Duckling
Eagle	...	Eaglet
Eye	...	Eyelet
Hill	...	Hillock

Lamb	..	Lambkin
Lance	...	Lancet
Leaf	...	Leaflet
Man	...	Manikin
Nest	...	Nestling
Owl	...	Owlet
Part	...	Particle
Poet	...	Poetaster
Ring	...	Ringlet
River	...	Rivulet
Shade	...	Shadow
Stream	...	Streamlet
Tower	...	Turret
Weak	..	Weakling

III. WORDS EXPRESSING THE CRIES OF VARIOUS ANIMALS

Apes GIBBER
 Asses BRAY
 Bears GROWL
 Bees HUM
 Beetles DRONE
 Birds SING, TWITTER
 Bulls (Oxen) BELLOW
 Camels GRUNT
 Cats MEW, PURR
 Cattle LOW
 Cocks CROW
 Cows LOW, MOO
 Crows CAW
 Dogs YELP, BARK, WHINE,
 HOWL
 Doves COO
 Elephants TRUMPET
 Flies BUZZ
 Foxes YELP, BARK
 Frogs CROAK
 Geese CACKLE, HISS
 Goats BLEAT
 Hawks SCREAM
 Hens CACKLE, CLUCK
 Horses NEIGH, SNORT
 Jackals HOWL

Kittens MEW
 Lambs BLEAT
 Larks SING
 Lions ROAR
 Mice SQUEAK
 Monkeys CHATTER, GIBBER
 Nightingales SING, WARBLE
 Owls HOOT, SCREECH
 Parrots TALK
 Pea-fowls SCREAM
 Pigeons COO
 Pigs GRUNT, SQUEAK
 Puppies YELP
 Ravens CROAK
 Rooks CAW
 Serpents (Snakes) HISS
 Sheep BLEAT
 Sparrows CHIRP, TWITTER
 Squirrels SQUEAK
 Swallows TWITTER
 Swans CRY
 Thrushes WHISTLE
 Tigers ROAR, GROWL
 Turkeys GOBBLE
 Vultures SCREAM
 Wolves HOWL

IV. SYNONYMS

The English language is rich in sets of words expressing almost the same idea. Take the idea of 'abandoning' for instance. We may abandon, or forsake, or relinquish, or give up, or leave, or quit. In the same way, we may join, or link, or attach, or couple, or unite, or connect, or combine, or associate; or we may speak of behaviour, or conduct, or carriage, or deportment, or demeanour; or again, we may see, or look, or observe, or behold, or notice, or view, or glance at, or

catch sight of an object. Each word in any set means *nearly*, but not *exactly*, the same thing. Such words are called **SYNONYMS**.

We have to discriminate and choose that particular one of the synonymous words which exactly expresses the idea we wish to convey.

(i) *Synonymous nouns*

ARTISAN, ARTIST. An artisan is one who exercises a mechanical art : a carpenter, a mason, is an artisan. An artist is one who practises one of the fine arts such as painting, music, poetry. Poets, musicians, painters are artists. The artisan ranks above the labourer, but below the artist.

COMPUNCTION, REMORSE. Compunction is pricking of the conscience ; remorse is intense compunction. Compunction is felt for slight offences ; remorse for great crimes.

CUSTOM, HABIT. Custom has reference to things done by a large number ; the customs of a people or a nation. Habit refers to things done by an individual, e.g. ' So and so has the habit of smoking.'

HOUSE, HOME. House is the building where one lives ; home is the same place but endeared by affectionate associations and family ties, e.g. ' In my new house, I have not the comforts of a home.'

INFORMANT, INFORMER. Informant is one who gives information in general, but an informer is one who makes it his business to detect offenders and lay information against them, e.g. ' Concerning this news, so and so is my informant ' ; ' So and so is a police informer.'

THIEF, ROBBER. Thief is one who steals secretly and without violence. Robber is one who deprives another of property by force or violence.

VERACITY, TRUTH. Veracity regards persons, truth regards things. The thing said is true ; the person who says it is veracious. We speak of the truth of history, but of the veracity of the writer.

SAFETY, SECURITY. Those who are out of danger are in safety ; those beyond the reach of danger are in security. Security implies freedom from all fear of danger ; safety only implies the absence of danger, e.g. ' It is not safe for a man to walk on the railway line ' ; ' He slept soundly in perfect security from theft.'

Here is a further list of synonymous nouns :—

Admiration, wonder
 Admission, admittance, entry,
 entrance
 Aim, object, end, purpose,
 motive
 Answer, reply, response
 Anger, resentment
 Assent, consent
 Battle, war, campaign
 Beast, brute
 Benevolence, beneficence
 Blunder, error, mistake
 Cause, reason
 Cloths, clothes
 Character, reputation
 Compulsion, obligation
 Corpse, carcass (or carcase)
 Command, wish, will, order,
 injunction
 Compulsion, obligation
 Contest, conflict
 Courage, fortitude
 Crime, vice, sin
 Destiny, fate, lot, doom
 Difference, distinction
 Difficulty, obstacle
 Discovery, invention

Disposition, temper
 Doubt, suspicion
 Education, instruction
 Effect, consequence, result
 Empire, kingdom
 Envy, jealousy
 Event, occurrence, incident
 Face, countenance
 Falsehood, lie, untruth, falsity
 Fancy, imagination
 Fault, mistake
 Fluid, liquid
 Haste, hurry
 Journey, travel, voyage
 Part, portion
 People, nation
 Pity, sympathy, compassion
 Pride, vanity, conceit, arro-
 gance, presumption, haugh-
 tiness, insolence
 Recollection, remembrance,
 memory
 Revenge, vengeance
 Silence, stillness
 Space, room
 Value, price
 Wisdom, knowledge

(ii) *Synonymous adjectives*

ANCIENT, ANTIQUE. Ancient refers to the manners, institutions, customs of the nations of old times. Antique refers to their works of art. We speak of antique furniture or gems, but of ancient laws and customs.

AUTHENTIC, GENUINE. We speak of documents or news as authentic if they are considered worthy of belief; but a book is regarded as genuine if it is written by the person whose name it bears. Thus,

there are those who think that the description of the Black Hole of Calcutta is not authentic. It is doubtful whether all the existing signatures of Shakespeare are genuine.

EFFICIENT, EFFECTIVE. What actually does produce an effect is efficient. What has power to produce an effect is effective. An efficient body of police is one which by its vigilance prevents crimes and protects property. An effective body of police is one which, judging from its numbers and discipline, has the power to prevent crime and maintain order.

IDLE, LAZY. An idle child is one who will not do what he ought to do ; the lazy or indolent or slothful child does not like to do anything. The idle boy will not learn his lessons, but play ; the lazy boy lies in bed late and is averse to action of any kind.

ILL, INDISPOSED, SICK. When a man is ill, it means that he is positively suffering from some malady ; but when he is indisposed, it implies he is not in his usual state of health. Indisposition is some slight uneasiness of body ; illness is a more serious affair. Originally, sickness meant a continuous disease, but at present it is often used to denote any sensation which provokes nausea, e.g. inclination to vomit ; thus we speak of sea-sickness.

LUCKY, FORTUNATE. A fortunate man is one who is continually successful in his undertakings ; a lucky man gets what he may desire, but does not expect to gain. The lucky man becomes rich by a prize in a lottery ; the fortunate business man grows rich by successful investments.

COMFORTABLE, HAPPY. A comfortable man is one who is free from hardships, pain and trouble ; a man is happy when he is contented with his lot. We speak of a comfortable life, a happy family.

NOTORIOUS, FAMOUS, NOTABLE, ILLUSTRIOUS. Notorious is always used in a sense implying condemnation. A man is notorious for his bad character ; famous or celebrated for his great achievements ; notable for some special act.

SOCIABLE, SOCIAL. Those who are fond of society and like the company of their fellow men are sociable ; those who are made to live

in companies, and not by themselves, are social. Man is a social animal, but all men are not sociable.

VACANT, EMPTY. That which wants something in it is vacant ; a teacher's post is vacant (it was filled before by someone) ; a thing is empty when there is nothing in it. An empty vessel makes the greatest sound.

We give below a further list of synonymous adjectives :—

All, whole	Female, feminine
Amazed, astonished, surprised, confounded	General, universal
Ambiguous, equivocal	High, tall, lofty
Amiable, amicable	Hollow, empty
Autocratic, despotic	Ignorant, illiterate
Big, vast, enormous, large, great, immense	Innocent, blameless
Brave, courageous, gallant	Illegible, unreadable
Childlike, childish	Little, small, diminutive
Clean, cleanly	Male, masculine, virile
Common, ordinary, vulgar	Mutual, common
Contented, satisfied	Perpetual, eternal
Continuous, continual	Possible, practicable
Contrary, opposite	Quiet, calm
Cool, cold	Rare, scarce
Curious, queer, inquisitive	Rural, rustic
Delightful, delicious	Savage, inhuman, brutal
Desperate, hopeless	Strict, severe
Different, unlike	Surprised, astonished
Dumb, silent, mute	Timid, cowardly, timorous
Enough, sufficient	Valid, sound
	Valuable, precious
	Womanly, womanish

(iii) *Synonymous verbs*

ALLUDE, REFER. To allude is to refer to a thing slightly and indirectly ; to refer is to bring a thing already known into notice.

ANSWER, REPLY. You answer a question ; you reply to an accusation or an objection. In a reply, an opinion is expressed. Every reply is an answer ; but every answer is not a reply.

ATTEMPT, TRY. To attempt means to try with a desire to succeed. When we try, we are uncertain as to the result. We cannot attempt without trying, though we may try without attempting.

BEREAVE, DEPRIVE. To bereave is stronger than to deprive. What we are bereft of, never returns ; what we are deprived of, may be restored to us. Death bereaves us of friends or children. We are deprived of money or comfort.

COMPARE WITH, COMPARE TO. A thing is compared to another when there is a resemblance between them. Youth is compared to spring. A thing is compared with another when we intend to discover the relative worth of each. Art is compared with Nature ; the utility of the telegraph is compared with that of the telephone.

DENY, REFUSE. To deny is to declare a statement not to be true ; to refuse is to decline to do or grant something, also to decline to take. He denied the story. He refused to go away ; he refused the money.

DISCOVER, INVENT. To discover means to find out something that existed before, but was not known ; to invent is to find out what did not exist before. Columbus discovered America ; Watt invented the steam engine.

IMPUTE, ATTRIBUTE. To impute is generally used in a bad sense, to refer to a supposed or an evil cause ; to attribute is to refer to a known or natural cause. Discontent in a country may be imputed to bad government ; the prevalence of malaria is attributed to the existence of mosquitoes and their breeding-places.

FETCH, BRING. To fetch is to go and come back with ; to bring is to come with, without the idea of going ; e.g. ' Fetch me that fountain pen ' ; ' Bring me that fountain pen.'

LOOK, SEE. To look is to direct the eyes to some particular object and implies an act of the will ; to see is a simple act of using the eyes. I see the light but I look at the sun.

OBSERVE, REMARK. To observe is to note down intentionally. To remark is to note down casually. A remark is momentary ; an observation occupies more time. An eclipse may be remarked by a casual spectator, but will be observed by an astronomer.

REMEMBER, RECOLLECT. To remember is to call to mind what has happened, without any great effort ; to recollect is to do the same after some effort. Hence, it is usually more proper to say, ' I do not remember ' ; ' I cannot recollect.'

REVENGE, AVENGE. To revenge is to return evil for evil done to ourselves. To avenge is to punish an injury done to another.

WARN, CAUTION. We warn a man of approaching danger ; we caution him against running into it. We are cautioned against speaking rashly ; we are warned of the consequences.

We give below a further list of synonymous verbs :—

Abbreviate, abridge
 Accept, agree
 Accept, receive
 Addict, devote
 Appear, seem
 Argue, discuss
 Arise, mount, ascend climb,
 scale
 Ask, beg, request
 Assemble, collect
 Bear, convey, carry, deliver
 Become, grow
 Begin, commence
 Betray, reveal, disclose
 Cause, occasion
 Cease, leave off
 Celebrate, commemorate
 Conceal, hide, secrete
 Confound, confuse
 Conquer, vanquish, subdue
 Continue, remain, stay, halt,
 stop

Cure, heal
 Demand, require
 Dispel, disperse, scatter
 Earn, gain, acquire, receive,
 get, have
 Endue, endow
 Exact, extort
 Esteem, estimate
 Excuse, pardon, let go
 Find, find out
 Follow, succeed
 Hear, listen
 Keep, put, place
 Kill, murder, assassinate, slay,
 slaughter
 Leave, take leave of, bid farewell
 Notice, remark, observe, see,
 look
 Object, oppose
 Neglect, disregard
 Repress, suppress, check
 Should, ought, must
 Steal, rob

(iv) *Synonymous adverbs*

ONLY, ALONE. 'He only could do it.' means that no other could do it. 'He alone could do it' means that he could do it without the assistance of others.

ALMOST, NEARLY. That which is begun and is about to be completed is almost done; that which is about to be begun is nearly begun. Nearly has reference to the beginning, almost to the end of an act.

AT LAST, AT LENGTH. A person who has many obstacles to encounter accomplishes his object at last. 'What takes a long space of time to accomplish is done at length, e.g. 'At length!' exclaimed my friend, 'I am glad to see you at last once more after all my wanderings and dangers.'

FURTHER, FARTHER. Further is the comparative of 'forth' and means more in advance; farther is the comparative of 'far' and means at a greater distance. 'The further we march, the farther are we from the starting-place.'

V. WORDS OFTEN CONFUSED

Air : atmosphere
 E'er : ever
 Ere : before
 Heir : one who inherits
 Ascent : a climbing up
 Assent : sanction
 Berth : a situation, sleeping-place
 Birth : a coming into life
 Complement : full number
 Compliment : a polite expression of praise
 Council : a consulting body
 Counsel : advice
 Deprecate : to express disapproval of
 Depreciate : to diminish in value or belittle

Draft : detachment of men
 Draught : a drink
 Eligible : fit to be chosen, suitable
 Illegible : unreadable
 Eruption : a breaking-forth, as of a volcano
 Irruption : invasion
 Fair : lovely, also a gathering for sale of goods
 Fare : food
 Gait : manner of walking
 Gate : a large door
 Liar : one who tells lies
 Lyre : a musical instrument
 Mean : poor, low, also equally removed from two extremes
 Mien : manner, look, bearing

Precedent : an example for the future

President : head of a society

Quire : twenty-four sheets of paper

Choir : a body of singers

Coir : coconut fibre

Reck : to care, to heed

Wreck : the loss of a ship

Rite : a solemn ceremony

Right : correct, proper

Write : to inscribe

Wright : a maker, a workman, as ship-wright

Stationary : not moving

Stationery : writing materials

Treaties : formal agreements

Treatise : a formal literary composition

Weather : atmospheric condition

Wether : a ram

Whether : which of the two

We give below a further list of words often confused :—

Adopt, adapt, adept

Affect, effect

Allusion, illusion

Antique, antic

Apposite, opposite

Ascent, accent

Assay, essay

Bridal, bridle

Canvas, canvass

Casual, causal

Cheque, check

Chord, cord

Comprised, composed

Confident, confidant

Corps, corpse

Course, coarse

Deference, difference

Desert, dessert

Disease, decease

Divers, diverse

Emigrant, immigrant

Eminent, imminent

Facility, felicity

Goal, gaol

Hoard, horde

Illegible, ineligible

Ingenious, ingenuous

Metal, mettle

Minor, miner

Naughty, knotty

Official, officious

Popular, populous

Practice, practise

Principal, principle

Propose, purpose

Resource, recourse

Sow, sew

Symbol, cymbal

Transferred, transformed

Venal, venial

Verbal, verbose

Ware, wear

VI. ANTONYMS

Pairs of words having opposite or contrary meanings are called **ANTONYMS** :—

Above	...	Below	Disease	—	Health
Absolute	...	Limited, relative	Docile	..	Stubborn
Accept	..	Refuse	Early	..	Late
Acknowledge		Disown, deny	Economical		Extravagant
Acquit	..	Convict	Elevation	..	Depression
Acute	...	Obtuse, dull	Encourage		Discourage
Adversity	...	Prosperity	Endless	..	Finite
Affirm	...	Deny	Enrich	..	Impoverish
Agree	...	Differ	Enthusiasm		Indifference, apathy
Attack	...	Defend, protect	Exterior	..	Interior
Attract	..	Repel	Extravagant		Frugal
Barbarous	..	Civilized	Fact	..	Fiction
Base	...	Noble, honour- able	Fade	—	Bloom, flourish
Beginning	..	End	Falsehood	..	Truth
Benevolence		Malevolence	Fickle	..	Constant
Blunt	...	Sharp, keen	Final	...	Initial
Bold	...	Timid	Frank	...	Reserved
Bright	...	Dull	Fresh	—	Stale, faded
Broad	..	Narrow	Fruitful	—	Barren, fruitless
Care	...	Neglect	Gain	—	Lose, loss
Cheerful	..	Cheerless	Genuine	—	Spurious, fictitious
Compliance	..	Refusal	Giant	—	Dwarf
Condemn	..	Approve, acquit	Grant	..	Withhold, refuse
Confess	..	Deny	Happiness	..	Misery
Contract	..	Expand, dilate, enlarge	Hard	...	Soft, simple
Credit	..	Cash, debit	Haste	..	Delay
Difficult	...	Easy	Honour	..	Shame
Diligent	..	Idle			
Diminish	..	Increase			
Discount	..	Premium			

Hope	..	Despair	Recover	..	Lose
Humble	..	Haughty, proud	Reject	..	Accept
Intentional	..	Accidental	Remember	..	Forget
Junior	..	Senior	Repulsive	..	Attractive
Keen	..	Dull	Retire	..	Advance, approach
Knowledge	..	Ignorance	Rich	..	Poor
Lenient	..	Rigorous, severe	Savage	..	Tame, civilized
Likeness	..	Difference	Sensible	..	Senseless
Make	..	Mar	Sharp	..	Dull, gentle, mild
Oral	..	Written	Soft	..	Hard
Particular	..	General	Smooth	..	Rugged, rough
Peace	..	War	Strange	..	Familiar
Permanent	..	Temporary	Strict	..	Lax
Pleasant	..	Dull	Sympathy	..	Antipathy
Presence	..	Absence	Thick	..	Thin
Profit	..	Loss	Uniform	..	Variable
Prohibit	..	Permit, sanction	Verbal	..	Written
Punish	..	Reward	Vertical	..	Horizontal
Pure	..	Mixed	Virtue	..	Vice
Real	..	Fictitious	Wild	..	Tame, domes- ticated

VII. SINGLE WORDS THAT MAY BE USED IN PLACE OF PHRASES

The following examples illustrate how it is often possible to express the idea of a phrase or a group of words by a 'single' word :—

1. He is liked by the people. (POPULAR)
2. The council were all of one mind. (UNANIMOUS)
3. The two poets referred to were men who lived at the same time. (CONTEMPORARIES)
4. The applicant is one who, according to the rules, cannot be elected. (INELIGIBLE)
5. A woman wrote under the assumed name of George Eliot. (PSEUDONYM)
6. Certain words used by Shakespeare are now no longer in use. (OBSOLETE)

7. That author's style is too full of words. (VERBOSE)
8. That man's manners were more like those of a woman than of man. (EFFEMINATE)
9. I hold an appointment in our club which carries no salary. (HONORARY)
10. I hold an appointment which carries a good salary for little or no work. (A SINECURE)
11. He proposes a plan that cannot be put into practice. (IMPRAC-TICABLE)
12. The cow is one of those animals that suckle their young. (MAMMALS)
13. That woman has a son who was born after the death of his father. (POSTHUMOUS)
14. The patient is now gradually recovering health. (CONVA-LESCENT)
15. He suffers from the habit of walking about in sleep. (SOMNAM-BULISM)
16. His performance was characterized by dull uniformity. (MONO-TONOUS)

EXERCISES

Give single words for each of the following expressions, and form sentences to illustrate the use of each :—

1. Incapable of being wounded.
2. Incapable of being understood.
3. Incapable of being seen.
4. Incapable of being heard.
5. Incapable of being defended.
6. Incapable of being conquered.
7. Incapable of being sold.
8. Incapable of being explained.
9. Incapable of being believed.
10. Incapable of being solved.
11. Incapable of being improved.
12. Incapable of being tamed.
13. Incapable of being approached.
14. Incapable of being recollected.

15. Such as cannot be read.
16. Unable to pay one's debts.
17. Without any backbone.
18. Always inclined to find fault.
19. Fit to be eaten.
20. Opposed to reason.
21. Unable to write.
22. Something that is everywhere.
23. One who knows everything.
24. One who is all-powerful.

CHAPTER XII

SOME EXPRESSIVE PHRASES

I. WORDS USED IN PAIRS

In certain idiomatic phrases, words of the same kind go in pairs. The order in which they are used is fixed by idiom and should not be changed. Such phrases serve to emphasize the meaning and improve the tone of the expression.

(i) *Nouns that go in pairs*

Bag and baggage
 (At) beck and call
 Bread and butter
 Carriage and pair
 A fair field and no favour
 Fire and sword
 Flesh and blood
 (By) fits and starts
 (Over) head and ears
 (By) hook or (by) crook
 Heart and soul
 Hole and corner
 Ins and outs

(To) all intents and purposes
 Kith and kin
 (By) leaps and bounds
 (Through) the length and breadth (of)
 Life and limb
 Life and soul
 The long and short (of a matter)
 Might and main
 Rich and poor
 Odds and ends
 Part and parcel

Rack and ruin
 Rank and file
 Rhyme and reason
 Root and branch
 (At) sixes and sevens
 Stocks and shares
 Stuff and nonsense
 Sum and substance

Time and tide
 Tooth and nail
 Ups and downs
 Ways and means
 Wear and tear
 The why and wherefore
 Wind and weather

(ii) *Adjectives that go in pairs*

All in all
 Ancient and modern
 (From) bad to worse
 In black and white
 Cut and dry (or dried)
 Fair and square
 Free and easy
 Hard and fast
 More or less

Null and void
 Penny wise and pound
 foolish
 Rough and ready
 Safe and sound
 Slow and steady
 Slow and sure
 Such and such
 (Through) thick and thin

(iii) *Adverbs that go in pairs*

Up and down
 Here and there
 Hither and thither
 In and out
 Backwards and forwards
 Now and then
 Off and on
 Again and again

By and by
 Far and away
 Out and out
 Far and near
 Far and wide
 First and foremost
 Over and above
 Through and through

(iv) *Correlatives*

Both.....and
 Either.....or
 Neither.....nor
 Whether.....or
 Though.....yet
 If.....then
 Such.....as
 Such.....that

As.....as
 As.....so
 So.....as
 So.....that
 No sooner.....than
 Scarcely.....before
 Hardly.....when
 Not only.....but also

. II. NOUN-PHRASES

Certain noun-phrases are made up of a noun and some adjective used with it idiomatically :—

- | | | |
|------------------------------|-----|--|
| 1. Animal spirits | — | Health and vivacity |
| 2. A bad tongue | -- | Habit of using offensive language |
| 3. A bear-garden | -- | Rude and disorderly crowd |
| 4. A beast of burden | ... | An animal used for carrying heavy loads |
| 5. A beast (or bird) of prey | .. | An animal that lives by preying on other animals |
| 6. A bird's-eye view | ... | A view from above ; a general view |
| 7. A bird of passage | ... | A migratory bird ; a sojourner |
| 8. A black sheep | -- | An unworthy fellow |
| 9. A blind alley | -- | A lane closed at one end |
| 10. Blue blood | -- | Noble blood |
| 11. A bone of contention | — | An object of dispute |
| 12. A burning question | -- | A hotly disputed question |
| 13. Capital punishment | — | Punishment of death inflicted by law. |
| 14. A cold-blooded murder | — | Deliberate murder, without any cause for excitement |
| 15. Commanding presence | -- | Dignified personal appearance |
| 16. Crocodile tears | -- | Pretended sorrow |
| 17. A curtain lecture | -- | A wife's reproof to her husband in private |
| 18. A drunken brawl | -- | A quarrel between drunken people |
| 19. Fair play | -- | Honest dealing |
| 20. The fair sex | — | Women |
| 21. Fair weather | — | Dry, cloudless weather |
| 22. Foul play | -- | Treacherous conduct |
| 23. A garbled quotation | — | A quotation torn out of its context so as to give it a perverted meaning |
| 24. The golden rule | — | ' Do unto others as you would wish them to do unto you ' |
| 25. A haunted house | -- | A house frequented by ghosts |

26. Hush-money	.. Bribe paid for maintaining secrecy
27. King's evidence	.. Approver
28. A laconic speech	.. A short, abrupt, pithy speech
29. A laughing-stock	.. An object of general ridicule
30. The lion's share	.. A disproportionately large share
31. Maiden name	.. A woman's surname before her marriage
32. A maiden speech	.. First speech
33. A mare's nest	.. An illusory discovery
34. A moot point	.. A point open to discussion
35. A narrow escape	.. Escape at great risk
36. An open secret	.. Information supposed to be secret, yet known to all
37. Settled weather	.. Clear and steady weather
38. A shooting star	.. A meteor
39. Tall talk	.. Boastful and exaggerated language
40. A white elephant	.. A costly and burdensome possession

Learn also the following phrases of the same kind :—

A red-letter day	An apple of discord
The prime of life	A dead letter
Circumstantial evidence	A past master
A bed of roses	A broken reed
A fool's paradise	The open sesame
The swing of the pendulum	The last straw
The finger of scorn	The gift of the gab
A virtue of necessity	A man of parts
A wet blanket	Live stock
A far cry	A public house

III. PHRASES USED AS PREPOSITIONS

Certain phrases may be used as prepositions. Each phrase consists of a noun or other word preceded (except in a few cases) and followed by prepositions.

The following sentences illustrate the use of such phrases :—

1. The monitor looks after the class **in the absence of** the teacher.
2. The Viceroy is **in accord with** the views of the council.

3. He went to Amritsar in accordance with his father's wishes.
4. The train was late on account of an accident.
5. The lawyer appeared in the court in (or on) behalf of his client.
6. The bank was on the brink of failure.
7. Students have little difficulty in the case of their vernaculars.
8. The captain in common with the other players deserves to be congratulated.
9. At the conclusion of the lecture there will be refreshments.
10. He had to go to Lucknow in connexion with that affair.
11. In consequence of an accident the train was late.
12. He put up a strong case in defence of his conduct.
13. He acted in defiance of orders.
14. By dint of hard work he got through the examination.
15. In the event of my passing the matriculation examination I shall join a college.
16. With the exception of two boys, the whole class is present.
17. I will give you my fountain pen in exchange for your watch.
18. Lord Irwin is in favour of Dominion Status for India.
19. He was dismissed on the ground of his misconduct.
20. A man came to me in the guise of a beggar.
21. The scholarship is in the gift of the Principal.
22. He is in the habit of taking exercise every morning.
23. The Duke of Wellington was placed at the head of the British army.
24. I am quite at home in grammar.
25. My friend was in ignorance of what I was doing.
26. At the instance of his class teacher, the headmaster gave him a special scholarship.
27. I will give you a new watch in lieu of the one that is lost.
28. In the light of these facts he could not be punished.
29. The ship was at the mercy of the waves.
30. He came up in the nick of time.
31. There will be a holiday on the occasion of the Viceroy's visit.
32. He will not act in opposition to my wishes.
33. There was no fault on the part of the driver.
34. I was on the point of going out when he arrived.
35. He had gathered money for the purpose of buying a horse.

36. In pursuance of an order from Government the case was withdrawn.
37. Birds go out in quest of food.
38. He said nothing with reference to the second point.
39. He said nothing with (in) regard to the second point.
40. Do you know the rules in respect of school discipline?
41. He saved the child at the risk of his own life.
42. He wants to be excused on the score of ignorance.
43. The boy went out in spite of the teacher's orders.
44. The ferryman shouted at the top of his voice.
45. His words are at variance with his deeds.
46. The country was then on the verge of a great disaster.
47. With a view to (with the view of) finishing the course I read at night also.
48. He is in want of a reliable servant.
49. For want of a shoe the horse was lost.
50. He was given fifty rupees by way of damages.

IV. PHRASES USED AS ADVERBS

Similarly there are phrases which do the work of adverbs :—

1. Above all, shun falsehood.
2. His conduct is above board (beyond suspicion).
3. After all, he is my brother.
4. The teacher is, as it were, a father to his pupils.
5. I have not seen him as yet.
6. He did not speak at all.
7. The soldiers obeyed at once.
8. There is no plague in this town at present.
9. The teacher will arrive before long.
10. Let me tell you by the by (in passing) that Ranjit is unable to play.
11. Do you hope to arrive in time for the train?
12. In the long run (eventually) the idle student repents of his folly.
13. Hamid did not appear for the examination and, of course, could not be promoted.

14. Our dog is always on the alert (in a state of watchful activity).
 15. Let me tell you once for all that I cannot help you.
 16. He walked to and fro.

SOME MORE PHRASES USED AS ADVERBS

At random	At large	At most
At length	In vain	At best
In fact	After all	By all means
In general	At first	By no means
In particular	At last	Inside out
In short	At least	Upside down

V. PHRASES WITH VERBS USED IDIOMATICALLY

To take a leap in the dark	To tread on slippery ground
To show the white feather	To burn one's boats (behind one)
To feather one's nest	To hoist a person with his own petard
To swallow one's pride	To take the bull by the horns
To be on the horns of a dilemma	To beard the lion in his den
To cut the Gordian knot	To weather the storm
To burn the candle at both ends	To steer a middle course
To ride rough-shod over	To be in a brown study
To add insult to injury	To give the cold shoulder
To play second fiddle	To mind one's p's and q's
To fly in the face of	To play with fire
To fall on one's feet	To laugh in one's sleeve
To set the Thames on fire	To bury the hatchet
To rest on one's laurels	To lose one's head
To blow one's own trumpet	To throw dust in one's eyes
To make a scapegoat of	To leave one in the lurch
To join issue	To pay one back in the same (or, in one's own) coin
To reckon without one's host	To pour oil on troubled waters
To beg the question	
To read between the lines	
To bandy words	
To cry 'wolf'	

CHAPTER XIII

THE CORRECT USE OF PREPOSITION AFTER CERTAIN WORDS

Certain nouns, adjectives and adverbs are followed by particular prepositions only. In some cases the addition of a preposition changes the usual meaning of a word, and in certain other cases the same word with different prepositions has different meanings.

(i) *Prepositions after nouns*

The following sentences illustrate the correct use of prepositions after particular nouns :—

1. I have no acquaintance with that man.
2. Sharat has great affection for his mother.
3. I gave him assurance of my full support.
4. Clive was successful in the battle with the Nawab.
5. Have you any complaint against this boy?
6. Success has no connexion with virtue.
7. The new teacher has great control over his class.
8. We have a duty to the country.
9. You had no excuse for remaining absent.
10. The patient has great faith in his doctor.
11. He felt great grief at the death of his pet parrot.
12. The prince is the heir to his father's throne.
13. Have you any interest in music?
14. He has sent me an invitation to dinner.
15. I have no leisure for reading newspapers.
16. He is a match for his adversary.
17. Have you any objection to my going on a pilgrimage?
18. An honest man is always at peace with his fellow-men.
19. Are your preparations for the tour complete?
20. Has he made good progress in his studies?
21. There was once a quarrel between the French and the English.

22. Do you know the relation of the moon to the tides in the ocean ?
or,—Do you know the relation between the moon and the tides in the ocean ?
23. Mahatma Gandhi has a great reputation for truthfulness.
24. He made no reference to you.
25. Aladdin bears great spite against his cousin.
26. What is your subscription to the cricket fund ?
27. Gopal has no taste for books.
28. You should have trust in my honesty.
29. The mullah has great zeal for his religion.

(ii) *Prepositions after adjectives*

The following adjectives illustrate the correct use of prepositions after particular adjectives (or participles used as adjectives) :—

1. Rahman is wholly absorbed in reading a novel.
2. You are not quite accurate in your answer.
3. He was accused of theft.
4. The old man was afflicted with rheumatism.
5. I am very angry with that fellow.
6. The chairman made a speech appropriate to the occasion.
7. He is quite averse to work.
8. Are you bent on starting business ?
9. The clerk was busy with his work in the office.
10. The Taj Mahal is celebrated for its great beauty.
11. The town is clear of small-pox.
12. This class is composed of students from Peshawar, Lahore and Delhi.
13. Is he confident of success ?
14. The patient is now cured of his disease.
15. The teacher is delighted with your progress.
16. George Washington was determined on the independence of his country.
17. He is engaged in drawing a picture.
18. Health is essential to happiness.
19. He was exhausted with fatigue.
20. The dog is very faithful to his master.
21. I am not familiar with the streets of this town.

22. Is he **fit for** the office of a secretary ?
23. Drinking water should be **free from** germs.
24. The judge found him **guilty of** the offence.
25. Are you **hopeful of** success ?
26. Smoking is **hurtful to** the young.
27. Rehman's answer is **identical with** that of Abdul.
28. Mohamed is **ill with** fever.
29. A strong man is **indifferent to** hardships.
30. The district was **infested with** locusts.
31. I was **introduced to** the Collector.
32. Is he **jealous of** your success ?
33. This bracelet is **made of** gold.
34. Pure air is **necessary to** health.
35. Children should be **obedient to** their parents.
36. I am much obliged to you for your kindness.
37. Rustom was **offended at** your insolence.
38. This shape of the turban is **peculiar to** the people of Kathiawar.
39. He is **polite in** his behaviour to all.
40. Milk is **preferable to** tea.
41. I am quite **prepared for** the examination.
42. He is **proud of** his success.
43. The family was **reduced to** poverty.
44. Are you **related to** Dr. Kaul ?
45. He is not satisfied with the salary he gets.
46. The umbrella will be **serviceable to** you in the rainy season.
47. I am very sorry for my mistake.
48. Are you **sure of** passing the examination ?
49. I am very **thankful for** the kindness you have shown me.
50. The bamboo is **useful for** many purposes.

(iii) *Prepositions after verbs*

The following sentences illustrate the correct use of prepositions after particular verbs :—

1. The judge **acquitted him of** theft.
2. I could not **agree with** him.
3. Night **alternates with** day.

4. You should avail yourself of this opportunity.
5. Do you believe in astrology?
6. This book belongs to me.
7. He does not care for his father's opinion.
8. Hemant will compete with Rasul in the obstacle race.
9. Let me congratulate you on your success.
10. The judge convicted him of theft.
11. I have now decided on going to Simla during the vacation.
12. I differ with him on the question of postponing the match.
13. The African lion differs from the Indian.
14. He will dispose of all his property.
15. The bird could not escape from the cage.
16. The teacher explains a lesson to the boys.
17. Wheat is exported from India to England.
18. The watchman guards the house against thieves.
19. Did you hear of the accident in our town?
20. Does he hope for success?
21. Sugar is imported into India from Java.
22. I have invited him to dinner.
23. Never jest at a thing which others respect.
24. He cannot keep from drink.
25. The engineer will level the bridge with the road.
26. My friend Romesh has met with serious trouble lately.
27. My father objects to my going to England.
28. We shall now partake of some refreshments.
29. A wise man does not pretend to know everything.
30. He is prohibited from entering the class to-day.
31. I reasoned with him about taking medicine, but with no result.
32. Could you rely on that man's promise?
33. As the patient was very ill, I had to send for a doctor.
34. I start for Calcutta. The train starts at six.
35. A beginner has always to struggle against many difficulties.
36. Pratap would not surrender to Akbar.
37. I sympathize with you in your misfortune.
38. The child trembled with fear.
39. We cannot trust our servant with money.
40. Do you wish for a holiday?
41. I have to wrestle with many difficulties.

(iv) *Same verbs with different prepositions*

The following examples show how the same verbs with different prepositions acquire different meanings :—

1. To bear off : to carry away (a prize or booty)
 To bear up : to endure, not despair (intransitive)
 To bear on or upon : to apply to (a question)
 To bear with : to make allowance for (somebody's weakness)
2. To break away : to free oneself from restraint and get away abruptly (a tiger from a cage)
 To break down : to fail completely (a scheme, an organization)
 To break in a horse : to train it to the saddle or for traction
 To break in upon : to interrupt forcibly and unexpectedly
 To break into : to enter forcibly and unexpectedly
 To break open : to open with violence
 To break out : to appear and spread suddenly (an epidemic)
 To break up : to disperse (a meeting)
 To break with : to stop good relations with (a friend)
3. To call at : to visit a man's house and inquire about him
 To call forth : to bring into action (one's energies)
 To call on : to pay a brief visit to
4. To come across : to meet with
 To come off : to happen, to fare (in an examination)
 To come round : to be persuaded to change one's opinion
5. To deal in : to do business in
 To deal out : to divide amongst several, to distribute
 To deal with : to have business relations with
6. To draw back : to withdraw
 To draw near : to approach
 To draw on : to write out (e.g. Nanu will draw a cheque on the Imperial Bank)
 To draw out a person : to induce a person to talk or tell his views
 To draw up : to draft a document
7. To fall in : to form into line (as in drill)
 To fall out : to quarrel
8. To get at : to reach
 To get away : to leave, to go away from a place

To get back : to return

To get off : to escape with little punishment or no punishment

To get over : to surmount (a difficulty)

To get up : to rise (as from bed or a seat) ; also, to prepare, or acquire knowledge with an object in view (e.g. I will get up my history for the examination)

9. To give in : to yield, cease arguing

To give up : to abandon

To give out : to report, to declare

10. To look after : to take care of

To look for : to search for

To look into : to inspect closely

To look over : to examine superficially

11. To make after : to run after

To make of : to understand

To make off with : to run away with

To make up : to supply what is wanting

To make up to : to approach

12. To put by : to lay aside, to store up for future use

To put off : to postpone

To put on : e.g. he is putting on his coat

To put up : to give lodging

To put up with : to endure, to tolerate

13. To take away : to remove

To take for : to mistake (e.g. I took him for a thief)

To take in : to deceive

To take off : to remove, to put away

EXERCISES

Insert appropriate prepositions in the blank spaces below :—

1. Ram Singh received an invitation tea from Gopaldas. The latter became acquainted Ram Singh at Lahore. They are both interested cricket, but neither of them has as yet a reputation being a good batsman or bowler.

2. The song that Rahman sang was quite appropriate the occasion.

3. I do not believe.....luck; there was a time when friends congratulated me.....my luck, but when luck turned and I had to wrestle.....endless difficulties, there were few to sympathize.....me in my troubles.

4. Mulchand is no match.....Lala. They were friends at one time and showed great affection.....each other. But for some time now there has been a quarrel.....the two. Mulchand says he has no spite.....Lala and has no objection.....making friends with him once again, for he likes to be at peace.....all his neighbours.

5. There are few men who are satisfied.....their lot.

6. I never could rely.....that man. He could never keep.....jesting.....other people's views and opinions.

7. Madan is the son of Rajpal, the banker, and will be the heir.....his father's great wealth. He, however, does not show much taste.....reading or great zeal.....his studies. He was not in class to-day and had no excuse.....remaining away. His teacher who, as a rule, does not lose control.....his temper severely rebuked him and said that he would make a complaint.....his behaviour.....his father, for he believes that at this rate the boy will not make much progress.....his studies.

8. It is essential.....good health that a man should be free.....cares.

9. Sundar Singh objects.....my joining a gymnasium. I have reasoned.....him.....the necessity of taking exercise, but he is not the man to surrender.....argument. He pretends.....know everything, although he has met.....failure in most things he has attempted. I think I had better not care much.....his opinion.

10. The relation of a citizen.....his country is the same as that —.....a child.....his parents. Just as we owe love and reverence —.....our parents so we owe love and duty.....our country.

11. The house in which I was living was infested.....rats.

12. Nadir has been so absorbed.....his books, and so busy preparing.....the examination, that I cannot understand why he is not confident.....passing.

13. When we invited Rasul.....dinner, for the first time after many months he partook.....ice-cream which the doctors had prohibited him.....eating after his late illness.

14. Are you related.....Hansraj? I was introduced.....him the other day.

15. The manager had great faith.....Chaman's honesty and trust.....his sense of duty. He therefore showed great affectionhim and allowed him much leisure.....games. But when he noticed that Chaman was making preparations.....running away from office to watch a cricket match, without any reference..... him, he felt great grief.....the lad's abuse.....his kindness.

16. My uncle was afflicted.....a serious illness; he is now cured.....his trouble and is much obliged.....the doctor.....his kind attention.

17. Mohan was at one time celebrated.....his great wealth, but to-day his family is reduced.....great poverty.

18. Did you hear.....the strange incident at Lahore? The police, who were guarding a house.....house-breakers were attacked by burglars, and had great difficulty in making their escape.....the place with their lives.

19. Health is preferable.....wealth.

20. Nanak was accused.....the crime, and everybody was inclined.....believe him guilty, but he was acquitted by the judge.

21. Lala, though ill.....fever and exhausted.....toil, always remained faithful.....his country's interest.

22. Many articles that are imported.....India are again exported other countries.

23. He speaks with an accent which is peculiar.....the Kashmiris.

24. I am very sorry.....my rudeness to you, and I am very thankful.....your readiness to forgive me for it. In future I shall always be polite.....my behaviour.....you.

25. I explained to my uncle that I had decided.....taking up higher studies in science. I told him that I would start.....Europe very soon and requested him to dispose.....some of my property to pay for my education. If he would not do so, I was prepared to struggle.....difficulties.

26. If one is not accurate.....his answers, one can never be hopeful.....success.

CHAPTER XIV

SOME COMMON ERRORS CORRECTED

You will find below a list of common errors in English. Some of these are the result of ignorance of the rules of English grammar and usage, while others arise from a literal translation of the vernacular idiom. The correct forms are set side by side for reference and guidance.

THE INCORRECT WAY

1. Who is there? Me.
2. Rama rides better than me.
3. I am not so clever as him.
4. Say whom you think will get the prize.
5. Who do you think we met?
6. I know who you mean.
7. Who were you speaking to?
8. Who is this for?
9. Who are you expecting now?
10. Each of the soldiers saluted the general in their turn.
11. Neither of the students got the prize they expected.
12. One ought to do his duty to his country.
13. Every one must do their best.
14. If either of the culprits is arrested, they will be punished.
15. These three sisters love each other.
16. These two sisters love one another.
17. Neither you nor I are lucky.

THE CORRECT WAY

- Who is there? I (am).
 Rama rides better than I (do).
 I am not so clever as he (is).
 Say who you think will get the prize.
 Whom do you think we met?
 I know whom you mean.
 To whom were you speaking?
 For whom is this?
 Whom are you expecting now?
 Each of the soldiers saluted the general in his turn.
 Neither of the students got the prize he expected.
 One ought to do one's duty to one's country.
 Every one must do his best.
- If either of the culprits is arrested, he will be punished.
 These three sisters love one another.
 These two sisters love each other.
 Neither of us is lucky (or, we are neither of us lucky).

18. This kind of mangoes are very delicious.

19. When Govind or his sister visit us, we are delighted.

20. He has stole a pen.

21. Dhulip sung well.

22. This confusion sprung from misunderstanding.

23. Mohamed has often beat me in tennis.

24. I laid in bed till eight in the morning.

25. The river has overflown its banks.

26. The murderer was hung.

27. I am the one who am responsible.

28. Is it you who has done this?

29. You are the person who are wanted.

30. I will be drowned and nobody shall save me.

31. The students say they shall know the result to-morrow.

32. Do you think we will succeed?

33. Will I lend the book to Lala?

34. We will be leaving soon for Amritsar.

35. I forgot to have mentioned the news to you.

36. I should learn to ride if I buy a cycle.

37. Should he pass, his parents will be happy.

Mangoes of this kind are very delicious (or, this kind of mangoes is very delicious).

When Govind or his sister visits us, we are delighted.

He has stolen a pen.

Dhulip sang well.

This confusion sprang from misunderstanding.

Mohamed has often beaten me in tennis.

I lay in bed till eight in the morning.

The river has overflowed its banks.

The murderer was hanged.

I am the one who is responsible.

Is it you who have done this?

You are the person who is wanted.

I shall be drowned and nobody will save me.

The students say they will know the result to-morrow.

Do you think we shall succeed?

Shall I lend the book to Lala?

We shall be leaving soon for Amritsar.

I forgot to mention the news to you.

I should learn to ride if I bought a cycle (or, I shall learn to ride if I buy a cycle).

Should he pass, his parents would be happy.

38. I should be glad if you will call at my house.

39. I would do it if I was you.

40. Beware lest you are molested on the way.

41. Oh that my sorrow was at an end.

42. We would be surprised if Abbas was successful.

43. Lila was her oldest daughter.

44. Lila was the eldest of the two sisters.

45. I have less friends than Thakur Das has.

46. This is the youngest and most intelligent of my two sons.

47. The Star of India has the widest circulation of any newspaper.

48. You have done it very quick.

49. I can easier ride than swim.

50. I have got to go to Bombay.

51. I didn't have time to finish my work.

52. I never said anything of the kind.

53. You should behave like I do.

54. I enjoy very bad health.

55. I no sooner left the house when it began to rain.

56. Can I get a book from the teacher's library?

57. He was acting on the post.

I should be glad if you would call at my house.

I would do it if I were you.

Beware lest you be molested on the way.

Oh that my sorrow were at an end.

We would be surprised if Abbas were successful.

Lila was her eldest daughter.

Lila was the elder of the two sisters.

I have fewer friends than Thakur Das has.

This is the younger and more intelligent of my two sons.

The Star of India has a wider circulation than any other newspaper (or, of all newspapers, the Star of India has the widest circulation).

You have done it very quickly.

I can more easily ride than swim.

I have to go to Bombay.

I had not time to finish my work.

I said nothing of the kind.

You should behave as I do.

I have very bad health.

I no sooner left the house than it began to rain.

May I get a book from the teacher's library?

He was acting in the post.

58. He was appointed on the post.

59. He spent plenty of money after his wedding.

60. The house was built over the ground.

61. Satyapal will get a pension till his life.

62. He availed of the leave.

63. I am in this school since 1926.

64. I am in this school since four years.

65. I know to speak English.

66. It is too hot.

67. It is very hot to play tennis.

68. The males having gone to work, only the females were left in the house.

69. He entered the house from the backside.

70. This is serious omission

71. He mounted the horse of his friend's.

72. At his sight we trembled.

73. A good poetry is more pleasant than a bad one.

74. The chapter cannot be begun before the Holi holidays are over.

75. The purdah system is a barrier in the way of, than a help towards, woman's progress.

76. There is no movement so dangerous than communal agitation.

77. In the December 1929.

He was appointed to the post.

He spent plenty of money on his wedding.

The house was built on the ground.

Satyapal will get a pension for life (or, till his death).

He availed himself of the leave.

I have been in this school since 1926.

I have been in this school for four years.

I know how to speak English.

It is very hot.

It is too hot to play tennis.

The men having gone to work, only the women were left in the house.

He entered the house from behind (or, the rear).

This is a serious omission.

He mounted his friend's horse.

At sight of him we trembled.

A good poem is more pleasant than a bad one.

The chapter cannot be begun until the Holi holidays are over.

The purdah system is a barrier in the way of, rather than a help towards, woman's progress.

There is no movement so dangerous as communal agitation.

In December 1929 (or, in the December of 1929).

78. India is their motherland just as much as it is of the Hindus.

79. Our public men have been asking for protection of our own industries, and not of the United Kingdom.

80. He was too tired to attend to some business.

81. We hope that a good middle school or any institution will be found.

82. Though his arms were weak, but his legs were strong.

83. Your family members.

84. Rama denied to do what he was told.

85. John refused the invitation.

86. Harischandra was married with Taramati.

87. The ship was drowned and the crew was sunk in the storm.

88. A log was swimming in the river.

89. There were fishes floating in the sea.

90. The work was consisted of two volumes.

91. They enjoyed at the theatre.

92. Arrange the subject-matter into two heads.

93. The Congress was resolved to be held on 28th December.

94. Many worth seeing places.

95. Such conduct is opposed both to the laws of God as well as to those of man.

India is their motherland just as much as it is that of the Hindus.

Our public men have been asking for protection of our own industries ; and not of those of the United Kingdom.

He was too tired to attend to any business.

We hope that a good middle school or some institution will be found.

Though his arms were weak, (yet) his legs were strong.

Members of your family.

Rama refused to do what he was told.

John declined the invitation.

Harischandra was married to Taramati.

The ship sank and the crew was drowned in the storm.

A log was floating in the river.

There were fishes swimming in the sea.

The work consisted of two volumes.

They enjoyed themselves at the theatre.

Arrange the subject-matter under two heads.

It was resolved to hold the Congress on 28th December.

Many places worth seeing.

Such conduct is opposed both to the laws of God and to those of man.

96. Many a men run after wealth.

97. He cannot help for it.

98. The Government does not lack in intelligent officers.

99. He emphasized on that point.

100. I regret at the delay.

Many a man runs after wealth
(or, many men run after wealth).

He cannot help it.

The Government does not lack intelligent officers.

He emphasized that point.

I regret the delay.

SECTION III
ENGLISH COMPOSITION
CHAPTER XV
STORY-WRITING

I. REWRITING SHORT STORIES

Story-writing is a delightful form of composition. It is as interesting as a game. What child does not love to read a short story or hear it told?

You will find the following hints helpful in rewriting a given story :—

(1) Listen to or read a story very carefully and understand what it is all about. You may jot down 'points' in the story to help your memory.

(2) Be sure to get hold of some of the important words and phrases in the story.

(3) Do not change the story or its details ; your business is to reproduce the story and not to change it.

(4) Whenever the story contains any conversation or 'direct speech', i.e. the exact words spoken by a person, remember to put it within inverted commas and to begin it with a capital letter. Do not put 'that' before a direct speech.

(5) Though you must not change the story, you may sometimes change the order of events in the story. There are more opportunities for you to do this when you have to reproduce a story-poem in simple language.

(6) Take special care to bring out clearly the chief points of interest in the story, the fun in it, or the lesson it is meant to teach.

(7) If the given story has no heading or title, you should supply it.

II. STORIES FOR REPRODUCTION

GROUP I

1. *The dog and his shadow*

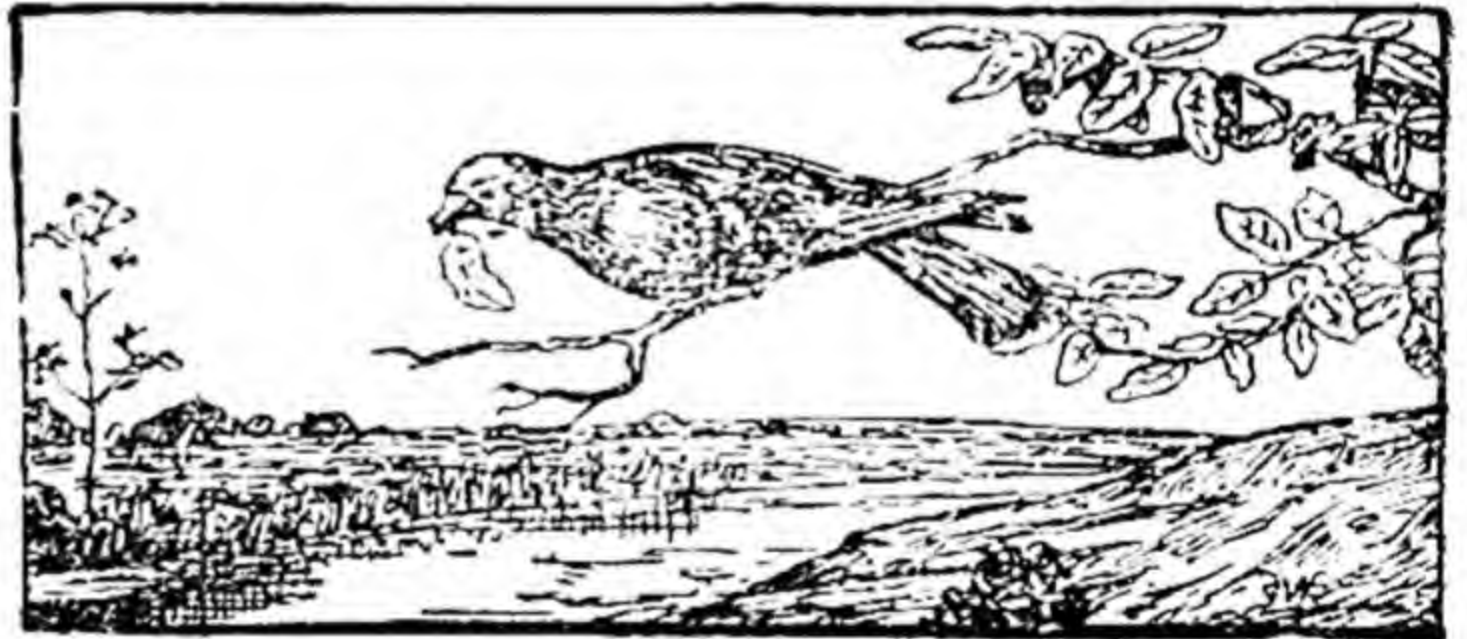
A dog carrying a bone in his mouth was walking over a plank across a stream. As he looked down into the stream, he saw his own reflection in the water. He thought that he could see another dog with a similar bone in his mouth. The greedy dog thereupon snatched at his own shadow and, as he did so, opened his mouth, so that the bone he was carrying fell into the stream, and was lost.

It very often happens that those who are greedy and try to take what belongs to others, lose what they themselves have.

2. *The dove and the bee*

A bee, feeling very thirsty, went to a spring to quench its thirst. While it was drinking, it fell into the stream and was carried away swiftly along the current.

Just then, a dove who was drinking from the same stream lower down, seeing the struggles of the poor creature, dropped a twig on the water. The bee crawled on to the twig and, when its wings dried, was able to fly away.



Not long after this, the bee saw a man aim with his gun to shoot at the same dove which had saved his life. The grateful bee quickly flew up to the man, and stung him so hard that he missed his aim and the dove flew away unharmed.

One good turn deserves another.

3. *The crow and the pitcher*

A thirsty crow flew to a pitcher to obtain a drink of water, but he found that there was very little water in it.

He tried to reach the water with his bill, but could not, because the pitcher was high and the water was too low in the pitcher. There were

some pebbles lying near the pitcher. Seeing these, the crow thought of a way out of his difficulty. He picked up the pebbles one by one, and dropped them into the pitcher. The water in the pitcher rose gradually as each stone was put in. At last it rose so high that he was able to reach it and quench his thirst.



4. *The lion and the mouse*

One day, as a lion lay sleeping in the forest, a mouse ran across his nose and woke him up. The lion caught the mouse in his paw and was about to crush him. The mouse, however, begged so hard for his life that the lion let him go. Not long afterwards, the lion was caught in a hunter's net. He roared loudly and struggled hard to get out of the net, but all his efforts to be free were in vain. Just then came the little mouse and saw what a plight the lion was in. He at once started gnawing the ropes and in a short time set the lion free.

5. *The fox and the grapes*

One day a hungry fox came to a vineyard full of fine, ripe bunches of grapes. The grapes were hanging from a vine high up from the ground. He now thought he would be able to have a good dinner. The fox jumped as high as he could, but found he could not reach the grapes. He jumped over and over again, but they were growing too high for him to reach. When he saw that it was quite useless for him to try any more, he went off saying to himself that the grapes were sour and he did not want them.



6. *A fox and a crane*

A fox when eating his dinner swallowed a bone which stuck fast in his throat. The bone caused him much pain, but he could not get it out. He went to his friends of the jungle and offered a reward to anyone who would help him to get rid of the bone, but none of them could remove it. At length a crane heard of the fox's trouble and of the reward offered and was ready to try for it. She put her long, slender bill down the fox's throat, seized the bone and pulled it out. When, however, she asked for the promised reward, the fox became very angry, and said that it was reward enough for the crane that she had been allowed to get her head into the mouth of a fox without having it bitten off.

7. *The vain jackdaw*

Once upon a time Jupiter sent word to all the birds that on a certain day they should all come together, when he himself would choose the most beautiful among them to be their king.



A jackdaw, although an ugly bird, wishing to appear as good-looking as possible, went into the fields and, gathering all the beautiful feathers which had fallen from other birds, stuck them in all parts of his body. On the appointed day, when the jackdaw appeared with the beautiful feathers stuck all over him, Jupiter immediately decided that he should be made king. Upon this the birds whose feathers the jackdaw was wearing flew at him in great anger, and regained their own feathers. In a very short while, the pretender was seen to be nothing but an ugly jackdaw, and was driven away in shame.

8. *The goose that laid the golden eggs*

Once upon a time there was a man who had a goose. She was a strange goose, for every day she laid an egg of solid gold. The master did not take these eggs to the bazaar to sell. He hid them away in a strong box. All night and day he was thinking of how soon he would be the richest man in the world. He became so impatient that he wanted to have his box full of eggs without having to wait for them. He thought the goose's body must be full of such golden eggs. What do you think he did? He killed the goose. When, however, he came to look for the eggs, there was none to be found. The foolish man in his haste to be rich, had killed the goose that laid the golden eggs.

9. *False alarm*

Once upon a time a boy kept sheep upon the hillside. He had to take care of a large flock. Sometimes he got tired of looking after the sheep and wished to have some fun. So one day, when all was quiet, he ran to the neighbouring village shouting 'Wolf! Wolf!' On hearing these shouts, all the villagers ran to the boy's help; but they found there was no wolf, and the sheep were quietly feeding. They were very angry that the boy had played a trick. One day, however, the wolf did really come. He began to tear the sheep and kill them. Then the boy ran about in great fear and called for help, but this time nobody would come. All thought that he was only shouting for fun. Many of his sheep were killed and he learnt never to raise false alarms again.

10. *An old man and his sons*

An old man had three sons who were often quarrelling with one another. The father often advised them not to do so, but they paid little heed to him.

One day, he called them all together and, producing a bundle of sticks, asked each of them to try in turn to break the bundle into pieces. Each one tried with all his strength to do so, but none succeeded in his effort. The father then untied the bundle and told his sons to break the sticks separately. This they did quite easily. Then turning to them he said, 'You see, my sons, what great advantage there is in keeping together. If you all live united, none will be able to hurt you; but if you are quarrelsome and are not attached to one another, people can easily injure you.'

United we stand, divided we fall.

11. *The hidden treasure*

An old farmer had three sons who spent their time doing nothing. They were a cause of much anxiety to the farmer. When he was on his death-bed, he called them all around him, and said he had an important secret to tell them. 'My sons,' said he, 'a great treasure lies hidden in the estate which I am about to leave you.' 'Where is it hidden?' exclaimed the sons. 'I am about to tell you,' said the old man. 'You will have to dig for it . . .', but before he could impart the secret, his breath failed him and he died. Immediately after this, the sons set to work upon the long-neglected fields with spade and pickaxe, and they turned up the soil of the whole estate. They discovered no treasure, but they learnt to work; and when the fields were sown and the harvest came, the yield was very large, because of the way the land had been turned up. Then it was that they knew what the treasure concealed in the estate was, of which their wise old father had told them.

12. *An elephant's revenge*

An elephant-driver was passing through a bazaar. A friend of his handed him a coco-nut. Not finding anything at hand against which he might break the coco-nut, the cruel driver struck it against the

elephant's forehead, broke the nut and ate the kernel. The sagacious animal was hurt and did not forget the driver's cruelty. Some days after, as they were both passing along a street, the elephant saw some coco-nuts put up for sale. Quietly turning his trunk to one side, he picked up one of the nuts and dashed it with great force on the driver's head and killed him on the spot.

13. *The missing nail*

A farmer saddled his horse to ride to market. When about to start, he noticed that one of the horse's shoes wanted a nail. He did not think that it was a matter of importance and set forth. When he had got half way on his journey, the shoe came off. There was no blacksmith near by and the farmer thought that three shoes were enough to go on with and proceeded. The way was stony and in a short while the horse began to limp. The farmer did not now know what to do. Just then two robbers sprang out of the wood and took from him his horse and money. The farmer had now to return home on foot, a sadder though a wiser man.

14. *The wind and the sun*

A quarrel once arose between the wind and the sun about their power. Each boasted that he was more powerful than the other. They agreed to try their power upon a traveller who was just then passing by. It was decided that the one was to be the victor who first succeeded in making the traveller remove his coat. The wind began and blew a very cold blast, and at the same time it brought down a shower of rain. The traveller, instead of pulling off his coat, was anxious to wrap it round himself as closely as possible. Finding all his efforts unsuccessful, the wind gave it up. Then came the sun's turn. He scattered the clouds and warmed the air. Then he cast such scorching rays on the traveller that he was forced to take off his coat.

15. *Devoted wives*

A king once besieged a city. The women of the place, finding that their city would soon have to surrender, begged the king to spare their

lives and allow them to go out of the city with only so much valuable property as each could carry. The king granted them their request. Next morning, when the women came out of the place, every one of them had her husband upon her back. The king was very much pleased at the sight. He praised the women for their devotion and affection to their husbands, and restored their city to them.

16. *Contentment*

Once upon a time a nobleman built a magnificent house. On the front of it he had inscribed the words: 'This house is to be given to the first man who can prove that he is contented.' One day a stranger knocked at the gate, and desired to speak with the nobleman. 'I am come,' said he, 'to take possession of this house, because I find that you have built it to give it to a man who can prove himself contented, and I can prove to you that I am in that state. Therefore, please give me immediate possession of the house.' The nobleman said in reply, 'It is quite true that I wish to give this house to a man who is contented, but there is certainly no trace of that quality in you. If you were contented, you would not wish to get possession of my house.' Saying this he turned the man out.

17. *The wolf and the lamb*

A hungry wolf went down to a river in the evening when the sun was setting. There he saw a little lamb standing on the bank below him and drinking. 'How dare you dirty the water so that I cannot drink it?' he asked. 'I beg your pardon, Sir,' said the little lamb, 'the water is running down from you to me, how can I make it dirty for you?' 'But why did your mother call me a thief last week?' replied the wolf. 'Alas! Sir,' said the lamb, 'my mother died long ago, and now I have no mother!' 'Then it must have been your father,' growled the wolf. 'But, Sir, I have no father.' 'I don't care,' cried the wolf, 'I am very, very hungry and must have food.' Saying this, he sprang on the lamb, tore it to pieces and ate it up.

Any excuse serves an evil-doer.

18. *Buddha's wisdom*

A poor woman once came to Buddha to ask him whether he could give her any medicine to restore her dead child to life. The holy man, touched by the great sorrow of the woman, told her that there was only one medicine which could revive her son. He bade her bring him a handful of mustard-seed from a house where death had never entered. The sorrowing mother went from door to door seeking the mustard-seed, but at every door she met with sad replies. One said, 'I have lost my husband;' another said, 'Our youngest child died last year.' She returned with a heavy heart to the teacher and told him the result of her quest. Then Buddha told her tenderly that she must not think much of her own grief, since sorrow and death are common to all.

19. *The king and the cakes*

The Danes had been making war upon King Alfred of England. They had scattered his armies, ruined his fields and burned his towns and villages. He himself was compelled to fly and hide in the hut of a cowherd. One day the cowherd's wife, who did not know that he was the king, asked him if he would watch the oatcakes that lay baking on the hearth, while she herself went to milk the cows. 'Yes,' he said, 'I will do that.' He was so busy thinking, however, how to save his country and his people that he never gave any thought at all to the cakes. The woman came back and found them all burnt black. She then cried out angrily, 'You idle fellow, you must be a great man in your own house! You cannot earn the bread you eat.'

20. *The fox and the crow*

A crow stole a piece of bread and flew with it to a tall tree. A fox, seeing her and wishing to get the bread for himself, tried to obtain it by flattering the crow.

'What a beautiful bird you are! What glossy feathers you have!' he exclaimed. 'Now, if your voice is equal to your beauty you deserve to be called the Queen of Birds.' The crow was highly pleased at this and opened her mouth to caw, when down fell the piece of bread. The cunning fox quickly picked it up and ran off.

21. *The contented man*

There was once a poor man who earned just a bare living for himself and his family. All day he sang and passed his time cheerfully, while his rich neighbours were busy and anxious about their riches and never sang. They wondered at the poor man's joy and even complained that, with his singing, he would not let them sleep.

One of them, a very wealthy man, said, 'I will stop him being so cheerful and singing all the time.' He went to the poor man's house while he was away and threw a bag of money into his room. When the poor man came home, he was very happy at first and carefully hid the bag of money. Soon, however, he began to fear that it might be stolen, or that he might be accused of having stolen it, and he ceased to be cheerful and to sing.

After a time the rich man asked him what had made him so thin and sad. At first he did not dare to say, but when the rich man told him that he knew his secret, he cried out, 'Take back your money. Then I shall be happy and free from care and shall sing as I used to!' So saying, he flung the treasure back to the rich man.

22. *Two foolish goats*

Once upon a time two goats met in the middle of a narrow bridge. The bridge was just wide enough to let one goat pass at a time. 'Let me pass,' said one goat in an angry voice. 'Let me pass,' said the other goat in an angrier tone. 'Get back,' said the one. 'You go,' said the other. They became angrier and angrier, and words soon turned to butts. They butted and pushed each other, and in the end both of them fell into the river below and were drowned.

23. *A mother's complaint*

Mahmud of Ghazni had conquered many countries. He could not rule all of them properly. In one of them robbers attacked a caravan, killed some of the merchants and stole their goods. The mother of one of the merchants who was killed walked all the way to Ghazni to make a complaint to the sultan. 'My good woman,' said the sultan, 'how can I keep order in your country, which is hundreds of miles away from Ghazni? I cannot put down the robbers, nor keep the roads safe so far away.' 'Why, then,' answered the old woman,

'do you conquer countries which you cannot rule? God will call you to account for the bad rule of every country of which you are king.'

24. *The grasshopper and the ant*

A grasshopper lived in a sunny field. All through the rains and the harvest time she chatted with the bees, and sang while the ant worked hard filling her nest with food for the winter.

'Plenty of time yet!' said the grasshopper, and kept on playing.

All of a sudden the cold days of winter came, and the grasshopper could not go out into the fields, and she had nothing to eat. 'Never mind,' she said cheerfully. 'I will go to the ant and borrow a little grain. She must have plenty to eat.' She went to the ant's house and knocked at the door. The ant opened it just a little, for a cold wind was blowing at the time. 'We have been good neighbours for quite a long time, and I have come to ask if you will kindly lend me a little grain until the warm days come. If you don't, I shall die of hunger.'

'But what were you doing when we had the warm days? I worked hard for months together to get my grain.'

'Oh,' said the grasshopper, 'I made music for the bees while they worked.'

'Well, you had better go and dance for them now,' said the ant. So saying, she shut the door and left the grasshopper shivering outside in the cold and with nothing to eat.

25. *Strange answers*

The king of Prussia had a regiment of very tall soldiers of whom he was very fond. Whenever a new man joined that regiment, the king used to ask him several questions, usually in the same order. He would ask, 'How old are you, my man?' Then he would ask, 'How long have you been in my service?' Last of all he would ask, 'Are you satisfied with your food and quarters?'

A Frenchman who did not know German once enlisted in that famous regiment. His officers told him of the questions the king would put to him and the order in which they would be asked; and they taught him the answers to these questions. The Frenchman learned to say the answers to the three questions in German, just as a parrot

would say them, without understanding the questions to which they were the answers.

One day the king came and, beckoning to the Frenchman, said, 'I haven't seen you before, my man. How long have you been in my service?'

He did not understand a word, but gave the first answer he had been taught, 'Thirty years.'

'What!' cried the king, 'How old are you then?' 'Three weeks,' answered the soldier.

'What!' thundered the king in a fury. 'Are you crazy, or am I?'

'Both,' answered the Frenchman, quietly.

26. *The parrot and the apples*

Just down the road past the schoolhouse,
A lovely big orchard lay,
The trees were full of apples red,
And near it we used to play.

We didn't know that just inside,
Chained securely to a tree,
Was a parrot who would often screech
As loud as loud could be.

Said Jack, one day, 'Those apples look
So very fine and red;
I think I'd like to have some, boys,
Before I go to bed.'

Then up the wall he nimbly climbs,
He is over with a bound;
We heard him, as he quickly dropped
Down on the orchard ground.

But oh! the yell that followed next,
They all heard it in the town,
The parrot caught him by the hair,
Till up came Farmer Brown.

And oh ! the whipping poor Jack got,
That we shall never forget ;
We laugh, but he gets angry and says,
' I'll kill that parrot yet.'

27. *The fox*

A fox jumped on a moonlit night,
The stars were shining and all things light ;
' Oh ! Oh ! ' said the fox, ' it's a very fine night
For me to go through the town, heigh-ho ! '

The fox, when he came to the farmer's gate,
Whom should he see but the farmer's drake ;
' I love you well for your master's sake,
And long to be picking your bones, heigh-ho ! '

The grey goose ran right round the haystack ;
' Oh ! Oh ! ' said the fox, ' you are very fat ;
You'll do very well to ride on my back
From this into yonder town, heigh-ho ! '

The farmer's wife she jumped out of bed,
And out of the window she popped her head ;
' Oh husband ! Oh husband ! the geese are all dead,
For the fox has been through the town, heigh-ho ! '

The farmer he loaded his pistol with lead,
And shot the old rogue of a fox through the head ;
' Aha ! ' said the farmer, ' I think you're quite dead,
And no more you'll trouble the town, heigh-ho ! '

28. *The little fish*

' Dear mother,' said a little fish,
' Pray, is not that a fly ?
I'm very hungry, and I wish
You'd let me go and try.'

' Sweet innocent,' the mother cried,
And started from her nook,
' That horrid fly is put to hide
The sharpness of a hook.'

Now, as I've heard, this little trout
Was young and foolish too ;
And so he thought he'd venture out
And see if it were true.

And round about the hook he played,
With many a longing look ;
And—' Dear me,' to himself he said,
' I'm sure that's not a hook.

I can but give one little pluck :
Let's see, and so I will.'
And so he went, and lo ! it stuck
Quite through his little gill.

And as he faint and fainter grew,
With hollow voice he cried :
' Dear mother, had I minded you,
I need not now have died.'

29. *The snuff-boxes*

A village pedagogue announced one day
Unto his pupils, that Inspector A
Was coming to examine them. Quoth he :
' If he should try you in Geography,

Most likely he will ask—" What's the Earth's shape ? "
Then, if you feel as stupid as an ape,
Just look at me : my snuff-box I will show,
Which will remind you it is round, you know.'

Now, the sagacious master, I declare,
Had two snuff-boxes—one round, t'other square ;
The square he carried through the week, the round
On Sundays only.

Hark ! a footstep's sound :
'Tis the Inspector. ' What's the Earth's shape, lad ? '
Addressing one by name. The latter, glad
To have his memory helped, looked at the master ;
When, piteous to relate, O, sad disaster !
The pupil without hesitation says :
' Round, sir, on Sundays, square on other days.'

30. *Which loved best ?*

' I love you, mother,' said little John ;
Then forgetting his word, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

' I love you, mother,' said little Nell,
' I love you better than tongue can tell.'
Then she teased and pouted half the day,
Till mother rejoiced when she went to play.

' I love you, mother,' said little Fan,
' To-day I'll help you all I can.'
To the cradle then she did softly creep,
And rocked the baby till it fell asleep.

Then stepping softly she took the broom
And swept the floor and dusted the room.
Busy and happy all day was she,
Helpful and cheerful as child can be.

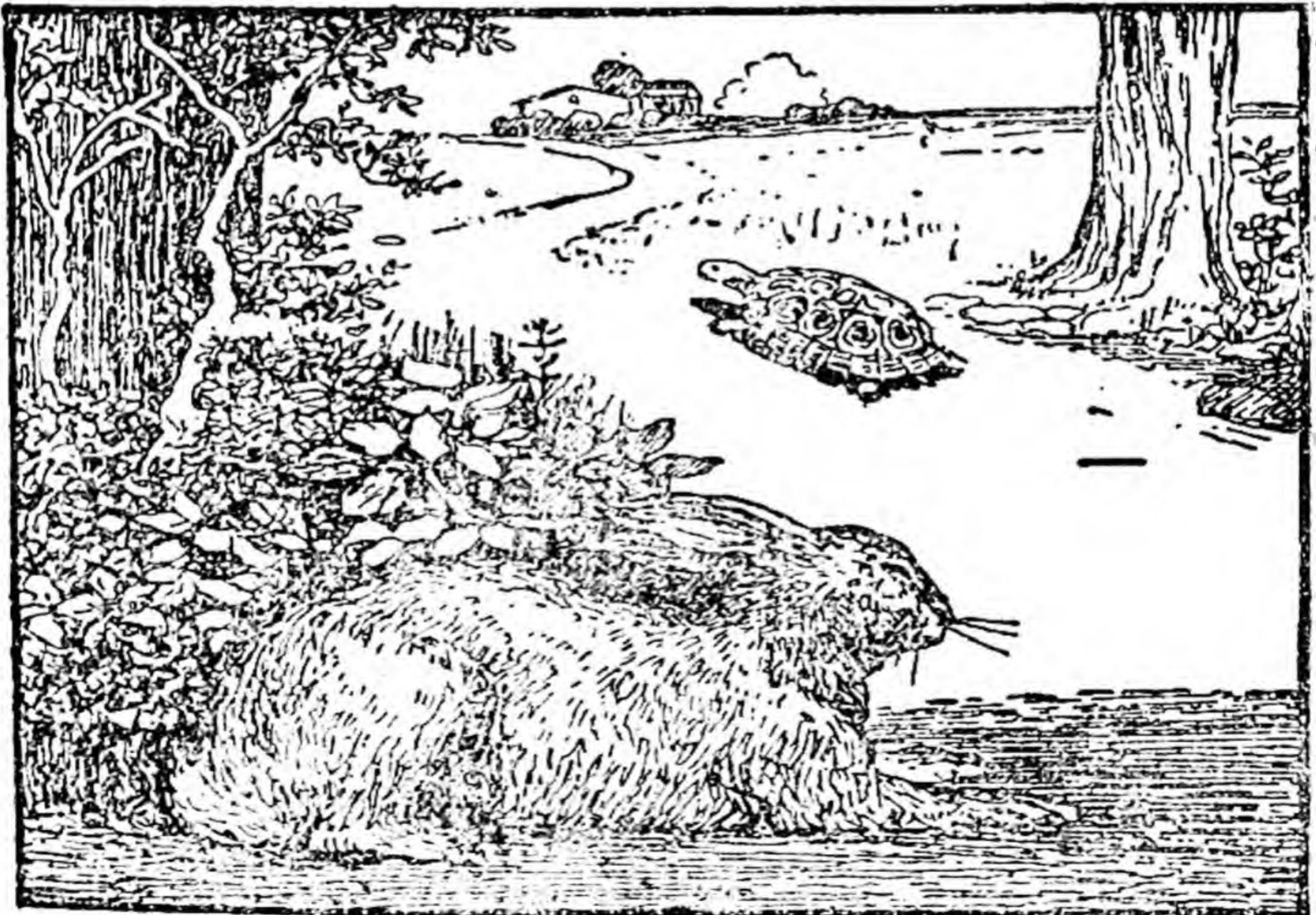
' I love you, mother,' again they said,
Three little children going to bed.
How do you think the mother guessed
Which of them really loved her best ?

III. STORIES FOR REPRODUCTION

GROUP II

31. *The wasps in the honey pot*

One day a gardener hung from a tree in his garden a pot containing a little honey. He did this because there were many wasps in the garden. These used to eat the gardener's ripe fruits. When they smelt the honey in the pot, they quickly flew to it and crawled into the jar. Their legs and wings were made so sticky by the honey that most of them could not fly away, and perished in the pot. In this way the gardener got rid of his enemies, the wasps.

32. *Slow and steady wins the race*

One day a hare made fun of the short legs and slow pace of a tortoise. The tortoise felt annoyed and asked the hare to run a race with him. The hare felt sure that he could win the race and agreed to the contest. On the day appointed for the race, they both started together. The tortoise, without stopping for a moment, went on steadily and slowly until he reached the goal. The hare, knowing that he could get to the end of the course in a few leaps, lay down by the side of the road and fell fast asleep. When he awoke he ran as fast as he could, but found that the tortoise had reached the goal before him and was quietly resting.

33. *The dog in the manger*

A dog once jumped up into the manger of an ox. Soon after, the ox entered it in order to eat his hay, but the dog would not let him in. The ox wished to know why the dog would not allow him to eat the hay, though the dog himself could not eat it. The ill-natured dog replied that just because he could not eat it himself, he was not going to allow anybody else to do so.

Those who do not allow others to enjoy the things which are of no use to them are very much like the dog in the manger.

34. *Tit for tat*

A large dog and a donkey carrying a basket of bread were going together on a long journey. After they had travelled for some time they became very hungry, and the ass began to eat the grass that grew by the roadside. The dog, who could not eat grass, begged for a piece of bread from the basket on the donkey's back, but the donkey would not grant the request. Soon afterwards a wolf was seen coming towards them. The ass, trembling with great fear, begged the dog to stand by him. But the dog would not. He said that those who eat alone must also fight alone. With these words he went on his journey and left the ass to be devoured by the wolf.

35. *The city mouse and the country mouse*

Once upon a time there were two mice who were great friends. One mouse lived in the country, the other in the city. The country

mouse met the city mouse after many years and invited him to come and spend a few days at his house in the country. So the city mouse accepted the invitation and went to meet his friend. The country mouse took him to his house in a field. He gave him the nicest things he could find to eat—fruits, nuts and wheat, but the city mouse was not pleased. 'This food is not good and your house is not good. Why do you live in a hole? You should come and live in the city. You would then have a nice house made of stone to live in and nice food—milk, bread and cheese—to eat. Do come and visit me at my house in the city.' The country mouse wanted to see the life in the city and went to his friend's home. It was a nice big house and nice food was set ready for them to eat. But just as they were beginning to eat, they heard the dogs barking and rushing towards them. 'Run! Run! The big dog is coming!' said the city mouse and away they scampered. After a while they came out and then the country mouse said to his friend, 'I do not like your life in the city. I prefer my hole to your stone house. It is better to be poor and happy, than to be rich and live in constant fear.'

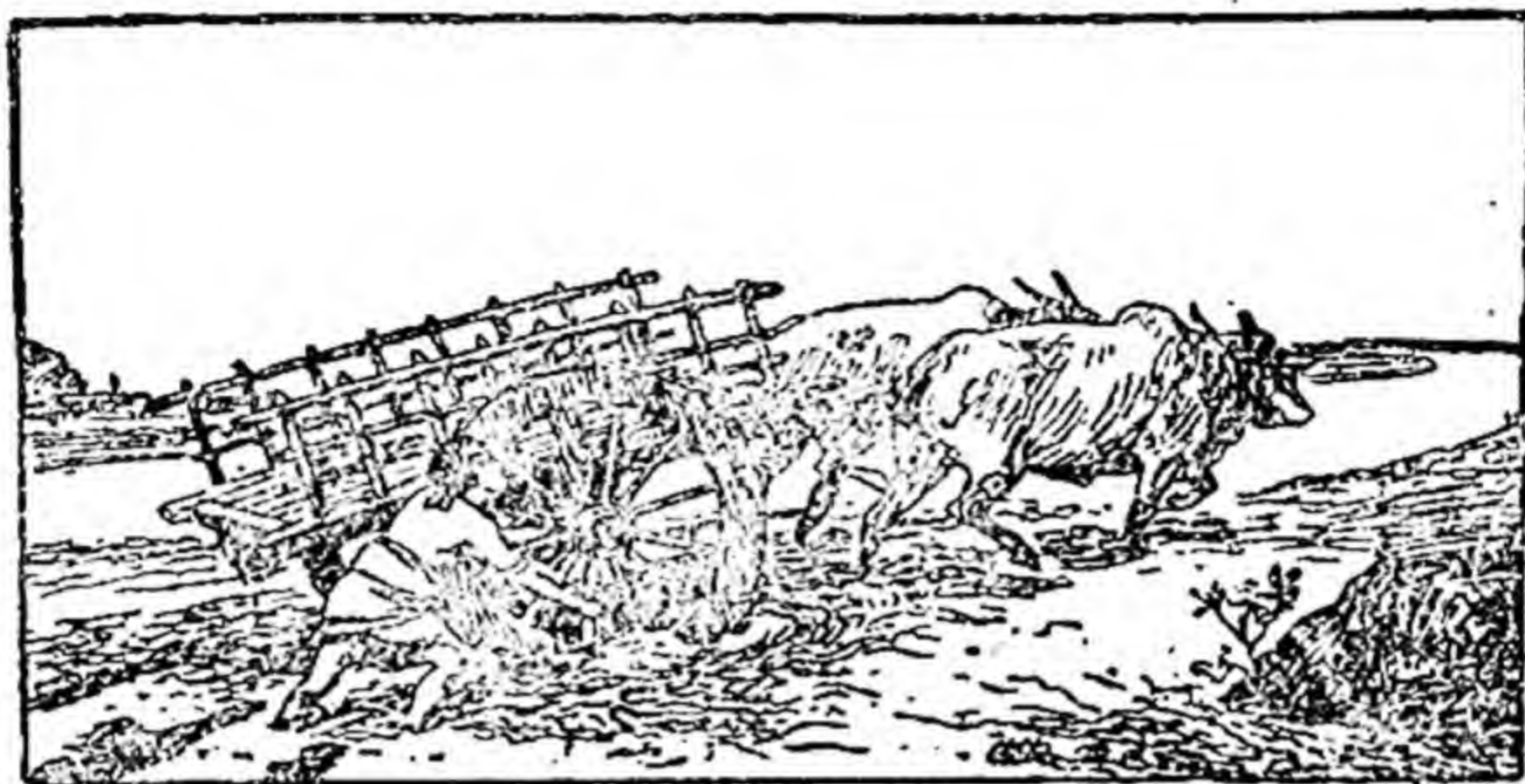
36. *The wasp and the bee*

A wasp and a bee once met in a garden. It was not long before the wasp said to the bee, 'Tell me, if you please, why it is that men love you and hate me. We are both very much alike, we both have wings, we both love flowers and if anyone tries to hurt us, we both sting.' The bee replied, 'I think I can tell you why. Men do not like you because you are of no use to them. You sting them and very often for no reason. You do no good to anybody. But bees work all day long gathering honey which men prize very highly. If you were to do what we do, men would not hate you.'

37. *Hanuman and the cartman*

A cartman was driving his heavy wooden cart along a muddy road when, all of a sudden, the wheels of the cart sank into the soft mud. The cartman urged on the bullocks, but they could not draw the cart out of the rut. Thereupon he fell down on his knees and prayed loudly

to Hanuman, the god of strength, to come and help him. Hanuman appeared before the kneeling cartman and said to him, 'Do not kneel there, you lazy fellow, but get up and put your shoulders to the wheel



and you will be able to get your cart out of the mud. Help comes only to those who help themselves.' When the cartman followed this advice, he was able to get the wheels of his cart out of the mud.

38. *A candidate's recommendations*

A gentleman once advertised for a young clerk to assist him in his office and nearly fifty applied for the place. He chose one and sent the rest away. 'I should like to know,' said a friend, 'for what reasons you chose that boy. He brought no testimonials or recommendations with him.' 'You are mistaken,' said the gentleman; 'he had a great many. He wiped his feet when he came in and closed the door after him, showing he was tidy and orderly. He lifted up the book which I had purposely laid on the floor and placed it on the table; while all the rest just stepped over it. He gave up his seat at once to that lame old man, showing that he was courteous. When I talked with him, I noticed that his clothes were carefully brushed, his hair in order and his appearance quite neat. When he wrote his name, I observed his finger-nails were clean. He waited quietly for his turn, instead of pushing the others aside. Don't you call these recommendations? I do.'

39. *Disobedience punished*

Frederick the Great, king of Prussia, had passed strict orders on one occasion, when he was engaged in a war with the French, that all lights in his camp should be put out before a certain hour. Failure to obey it was to be punished with death. The king sometimes went round to see whether his orders were being carried out. One night he saw a light in one of the tents and, entering it, found an officer sitting at a table writing a letter. Asked how he dared disobey the king's command, he said he had been busy writing a letter to his wife. The king thereupon ordered him to open his letter and to add these words: 'Before this letter reaches you, I shall have been shot for disobeying an order of the king.'

40. *Varuna and the woodman*

One day a woodman, having dropped his axe into the water, sat down on the bank and began to cry.

Varuna, the God of Water, who was passing, asked why he wept. Having told him of the loss of his axe, Varuna plunged into the water, brought up a golden axe and inquired whether it was his. The woodman said it was not his. Varuna dived into the water a second time, and this time came up with a silver axe. The woodman again said that it was not his. Varuna disappeared beneath the water a third time and this time brought up the axe which the woodman had lost. The woodman said this was his. Varuna was so pleased with the man's honesty that he gave him both the golden and silver axes in addition to his own.

A companion of the woodman, hearing of this, thought of securing the same good fortune for himself. So he ran to the river, threw his axe into the water and sat down on the bank to weep. Varuna appeared as before and, having found out the cause of the woodman's grief, plunged into the river and brought up a golden axe. The woodman seized it eagerly at once and said it was the very one he had lost. Varuna, displeased at the man's dishonesty, not only did not give him the golden axe, but would not get him the axe he had thrown into the water.

41. *Powers of observation*

A fakir once asked two merchants whom he met whether they had not lost a camel. They replied that they had. The fakir then asked

whether the animal was not blind in his right eye and lame in his left leg. The merchants replied that he was. Then the fakir asked whether the camel was not loaded with honey on one side and wheat on the other. The merchants replied again that he certainly was and that, as he had lately seen the animal, he could probably conduct them to him. The fakir assured his friends that he had never seen their camel, nor ever heard of him but from them. They would not believe his story and accused him of the theft of the jewels which formed part of the camel's burden. As the fakir protested that he had seen neither the camel nor the jewels, they hurried him before the *Cadi*. The judge was about to punish him, when the fakir thus addressed him very calmly, 'I am a fakir and live in the forest all by myself; having no company, I have ample scope for observation. I saw on my way the track of a camel, and as there were no marks of human footsteps on the same route, I concluded it must have strayed away from its owner. I knew the animal was blind in one eye, because it had cropped the herbage only on one side of its path, and that it was lame in one leg because there was a faint impression of one foot on the sand. I learnt that it carried wheat on one side, and honey on the other, from the ants and the bees who were busy gathering the grains of wheat and drops of honey that had fallen along the road.' When the *Cadi* heard this explanation, he was so pleased that he immediately set him free.

42. *Division of the share*

A lion, a fox and a wolf went out hunting together. They chased and caught an ass, a buck and a hare. The three hunters stood round the dead animals, and the lion said to the wolf, 'Now, friend wolf; how are we to divide the game we have caught?'

'Very simple,' said the wolf; 'you take the ass, let the fox take the hare and I'll have the buck.' The lion did not like this advice and he struck him a violent blow on the head and killed him. He next turned to the fox and said, 'Now, my dear friend, what do you suggest?'

'O, Sir,' said the fox, making a low salaam, 'the matter is very easy. You should have the ass for the morning meal, the buck for the evening meal and the hare in between as light refreshment.'

The lion was very pleased and asked the fox who had taught him such wisdom and justice. 'I learned wisdom from yonder dead wolf,' said the fox.

43. *The partridge and her young ones*

A partridge had her nest in a wheat-field. She had four young ones just old enough to fly when the owner of the field came to see whether the wheat was ready to cut. After seeing the crop he said, 'The wheat is getting ripe and I must ask my neighbours to come and help me gather the harvest.' The young birds heard this and were very much frightened, but the mother bird said to them, 'Do not be afraid, our nest will not yet be disturbed, for a man who only asks his neighbours to help him in the harvest is not in earnest.' A few days later the owner came again and, inspecting the crop, found that it was over-ripe. This time he said, 'I will come to-morrow with my labourers to gather this wheat.' When the partridge heard this, she said to her young ones, 'Now, my children, it is time for us to go; the man is in earnest this time, for he means to cut the wheat himself.'

44. *How a king fulfilled his pledge*

A Chinese emperor was informed that people in one of the provinces of his empire had revolted against him. He thereupon said to his generals, 'Come, follow me and we will quickly destroy them.' When he reached the province, the rebels surrendered to him and begged for pardon. The generals now thought that the emperor would order a massacre of the captives; but they were surprised to find that the emperor began to treat them with great kindness. 'How!' cried the commander-in-chief, 'Is this the way your Majesty fulfils promises? Your royal word was given that you would destroy your enemies; and now we see that you have pardoned them all and treated many of them with gentleness and favour.' 'It is very true I promised to destroy my enemies; and have I not fulfilled my word? For see, these rebels are my enemies no longer—I have made *friends* of them.'

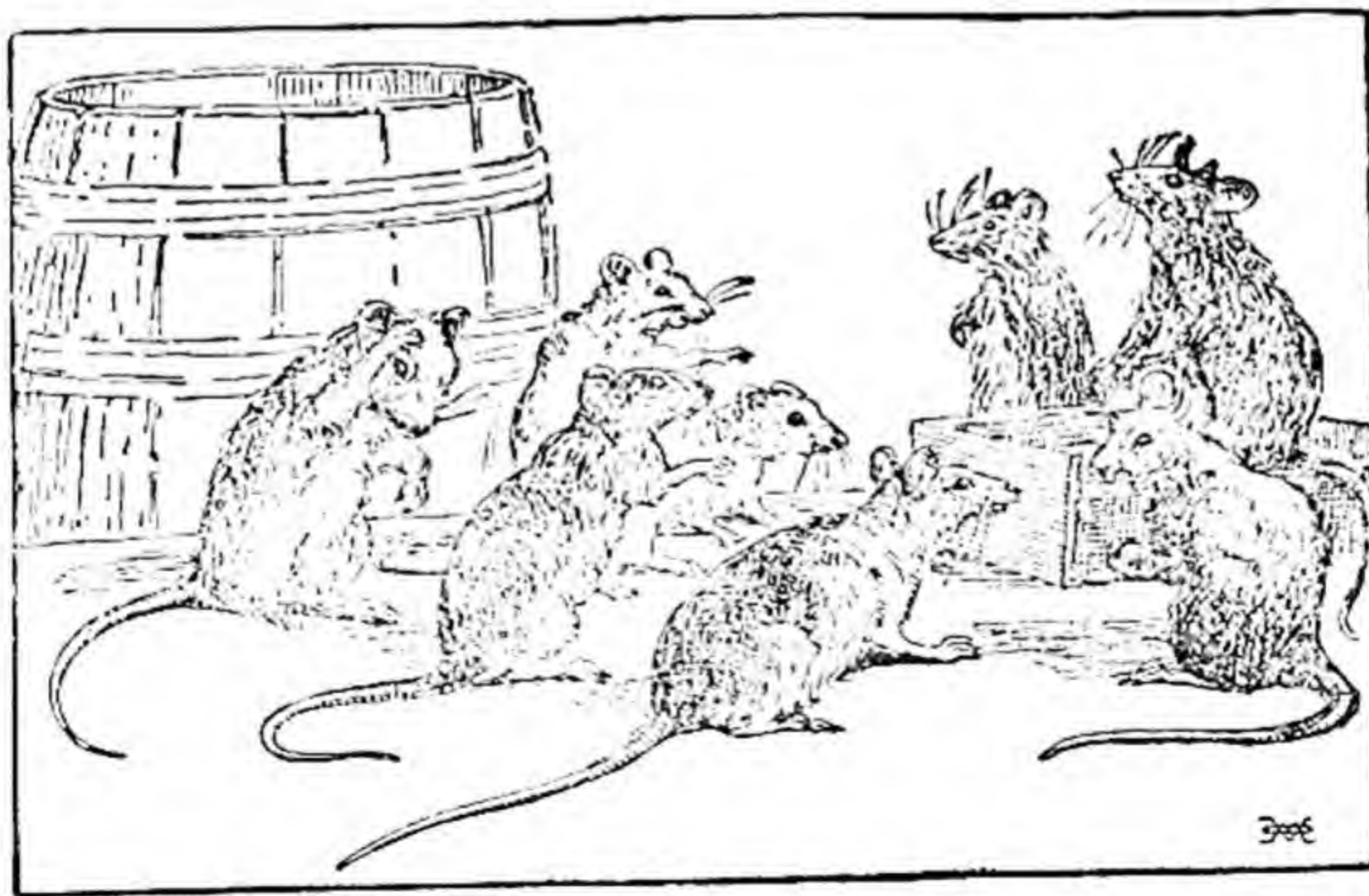
45. *Two friends and the bear*

Two friends were going through a forest. One of them said to the other, 'If any beast comes out from among the trees, I will stay with you and help you.' The other replied, 'I will stand by you too, if any beast comes out at you.'

After a little time there was some noise and a big bear came out from among the trees. At once one of the friends, in great fear, climbed up a tree and hid himself among the branches. The other, who was fat and unable to get up into a tree, threw himself on the ground and pretended to be dead. He did this because he had heard that a bear would never touch a dead body. As he lay thus, the bear came up to him, put its nose down and smelt him. The bear, supposing him to be dead, walked away. The other friend now came down from the tree and said, 'What did the bear say to you when it put its mouth so near to your ear?' The friend answered, 'The bear said, "Do not go with friends who run away from you when you need their help most."'

46. *Belling the cat*

A large colony of mice lived in a house. Their only enemy was a big, black cat. Even at night it was not safe for the mice to stir out of their holes in search of food and they found it hard to get enough to eat. One day the mice met together to try and find a way out of their difficulties.



'I will tell you what to do,' said a young mouse. 'Let us tie a bell round the cat's neck, so that we can always hear her coming.' The mice appeared to be quite pleased with this suggestion, until one

old grey-whiskered mouse rose up and said, ' Your advice is very good ; but who will bell the cat ? ' No one came forward to say he would.

Some things are easier said than done.

47. *A clever donkey*

43 A milkman in Spain used to carry his bottles on a donkey's back when he went round to his customers. Once he fell ill and was not able to go on his usual rounds. He did not know what to do. He knew he would lose his customers if he failed to deliver the milk. He put bottles of milk into bags which hung at the animal's sides and sent her off by herself. The donkey trotted through the town as usual. She stopped at the customers' houses and pulled the door-bells with her teeth, and then waited until the people had helped themselves and returned the empty bottles. She did not miss a single customer. When all the customers had been served, she set off for home again. The milkman was anxiously waiting for her and when she returned found that all the milk had been delivered and that not a single bottle was broken or missing.

48. *Two rival painters*

44 There were two very famous painters in Bengal. One of them was called Arbindo, and the other Naresh. As a trial of skill these two artists painted two pictures. The one which Arbindo painted represented a bunch of grapes and was so true to life that birds actually flew to it and pecked at it. Arbindo naturally felt proud that his painting had deceived birds and was very confident that his rival would never be able to surpass his skill. He now asked Naresh to draw aside the curtain which concealed his picture, so that he might be able to see what its subject was. But the painting of Naresh was the curtain itself, and Arbindo was now obliged to acknowledge that he had lost the contest. He had, it is true, been able to deceive birds, but his rival had deceived an artist.

49. *George Washington and a corporal*

In the American War of Independence, a corporal and a party of soldiers were told off to raise a heavy beam for some work that was

under construction. The soldiers were too few for the job ; but the corporal, full of his own dignity, did nothing but stand by and give orders. Presently a gentleman rode up to the party. 'Hullo !' he said to the corporal, 'Why don't you lend a hand to get that beam up ?' 'Don't you see I am a corporal ?' was the haughty reply. 'Are you ?' said the officer, who then alighted from his horse and joined the men. He worked till the sweat streamed down his face. When the beam had been raised and put in its place, he turned to the corporal and made him a low bow. 'Good day, Mr. Corporal. Next time you have too few men for this kind of work, send for the commander-in-chief, I shall be happy to help you again.' It was George Washington himself.

50. *Socrates and his calm temper*

Socrates, the great Greek philosopher, tried hard to control himself and was resolved never to make a show of his temper. He believed that an angry man was more of a beast than a human being. He had a wife who used to lose her temper on the slightest excuse and tried her utmost to irritate the cool and calm philosopher. One day the woman became more furious than ever and began to insult Socrates. Socrates, determined not to be put out and to leave her alone, went and sat on the doorstep of his house, looking out on the public street. The wife, finding that Socrates was not paying the least heed to her loud and angry scolding, went up to him and emptied a basin full of water over him. The passers-by in the street were much amused at the incident, and Socrates joined with them in their laughter and quietly remarked, 'I was expecting this ; after thunder comes rain.'

51. *Sir Isaac Newton and his dog*

Sir Isaac Newton, the great philosopher, had such a cool and even temper that no accident could disturb it. Sir Isaac had a favourite little dog which he called Diamond. One evening, being called out of his study into the next room, he left the dog behind. When Sir Isaac returned after a few minutes' absence, he found to his great sorrow that Diamond had overturned a lighted candle among some papers which contained the nearly-finished labours of many years, but which were now reduced to ashes. Newton was then advanced in years, and he

could never hope to reproduce the results of his life-long labour. Instead of punishing the dog that had caused such a loss, he controlled his anger and said in a sorrowful but quiet tone, 'O Diamond, Diamond, little do you know the mischief you have done !'

52. *A clever judge*

A man once missed from his house a purse containing money. He made a complaint before a judge. The judge summoned all the servants of the man, and gave each of them a piece of stick, all of which were equal in length, and said, 'The stick of the man who has stolen the purse will be longer by a finger's breadth than the others.' Then he told them to go away and appear with their pieces of stick the next day. Now, the man who was the thief feared he would be found out ; when he reached home, he reduced the length of his piece of stick by a finger's breadth. The next day, when they all went before the judge and presented their sticks, he soon discovered who the thief was. The missing purse was found, and the culprit was punished and sent to jail.

53. *A merchant's honesty*

A London merchant, when he was staying with a friend, happened to mention to him that he intended to buy a ticket in a lottery the next year. His friend desired him to buy one for him at the same time, which the latter said he would do most willingly. The conversation then turned to other matters, the ticket never arrived, and the whole affair was entirely forgotten. One day long afterwards, the friend received a letter telling him that the ticket purchased for him had won a prize of £20,000. Upon his arrival in London, he inquired of the merchant, his friend, where he had put the ticket, and why he had not informed him that it had been purchased. 'I bought them both the same day, mine and yours, and flung them into a drawer of my writing-table,' said he, 'and I never thought of them afterwards.' 'But how do you distinguish one ticket from the other? And why do you consider me the holder of the lucky ticket more than you?' asked the friend. 'Why, at the time I put them into the drawer, I put a little mark in ink upon the ticket which I resolved should be yours, and upon re-opening the drawer I found that the one so marked was the fortunate ticket.'

54. *Honesty is the best policy*

There lived in a village a poor but worthy farmer who had to support himself, a wife and seven children on the returns of his small farm. One day, when walking through the fields and thinking of how he could add to his small income, he found a purse of gold which had been dropped by some passer-by. He carried it home and showed it to his wife who advised him to use it or at least a part of it in helping them out of their difficulties. The honest farmer reminded his wife that honesty was the best policy and refused to use any of the money until he had done his best to discover its owner. After a short time he found out that the purse belonged to a wealthy zemindar who lived in the neighbourhood and restored it to him, receiving no other reward than the thanks of the owner. When the farmer's wife heard of the way her husband had been treated, she reproached him for his over-scrupulous honesty. The man only kept on saying, 'Honesty is the best policy.'

A few months afterwards, the poor but honest farmer received an invitation to dine with the zemindar whose money he had found. After entertaining him, the zemindar gave him a reward of Rs. 200 and told his guest that because of his honesty he had appointed him the overseer of his lands on a good salary. The farmer, overjoyed, thanked his benefactor and returned with joy to his wife and children to tell them how he had been so well rewarded. His wife was then convinced that after all honesty is the best policy.

55. *The wise vizier*

Sultan Mahmud of Ghazni used to oppress his people at home and wage wars abroad. Most of his dominions were desolate in consequence. Upon this his vizier, who was a good man, thought of a plan to make the king a better ruler. He told him that he had learnt from a holy fakir how to understand the language of birds.

One day, when the king and his vizier were returning from the chase, they heard two owls hooting from a leafless tree on the road. The king, noticing this, asked the vizier to tell him all that they were saying. The vizier pretended to be listening to the birds for some time, and then told the king that what he had heard was not fit for his Majesty's ears. The king was thereupon all the more anxious to learn

what the birds were saying. The vizier then said that the two owls, one of whom had a son and the other a daughter, were negotiating a marriage between the two. The former said to the latter, 'Then will you be able to give to your daughter fifty ruined villages as her dowry?' The latter replied, 'While our sultan, by the grace of the Almighty, is our ruler, can there be a dearth of ruined villages? I could have given you a hundred easily if you had asked for as many.' When the sultan heard this, he was very much grieved at heart. He had all the ruined villages reconstructed, and ever after ruled his subjects well and made them prosperous.

56. *A bird's thoughts*

I lived first in a little house,
And lived there very well—
I thought the world was small and round,
And made of pale blue shell.

I lived next in a little nest,
Nor needed any other,
I thought the world was made of straw,
And nestled by my mother.

One day I fluttered from my nest
To see what I could find ;
I said the world is made of leaves,
I have been very blind.

At length I flew beyond the tree,
Quite fit for grown-up labours ;
I don't know how the world is made,
And neither do my neighbours.

57. *The worm*

As Sally sat upon the ground,
A little crawling worm she found
Among the garden dirt ;
And when she saw the worm she screamed,
And ran away and cried, and seemed
As if she had been hurt.

Mamma, afraid some serious harm
Made Sally scream, was in alarm,
And left the parlour then ;
But when the cause she came to learn,
She bade her daughter back return,
To see the worm again.

The worm they found kept writhing round,
Until it sank beneath the ground ;
And Sally learned that day
That worms are very harmless things,
With neither teeth, nor claws, nor stings
To frighten her away.

58. *Haroun Al Raschid*

One day, Haroun Al Raschid read
A book wherein the poet said :
' Where are those kings, and where the rest
Of those who once the world possessed ?
They are gone with all their pomp and show,
They're gone the way that thou shalt go.
O thou who choosest for thy share
The world, and what the world calls fair,
Take all that it can give or lend,
But know that death is at the end.'
Haroun Al Raschid bowed his head :
Tears fell upon the page he read.

59. *The mountain and the squirrel*

The mountain and the squirrel
Had a quarrel,
And the former called the latter ' Little prig'.
Bun replied,
' You are doubtless very big ;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.

And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry :
I'll not deny you make
A very pretty squirrel track.

Talents differ ; all is well and wisely put ;
If I cannot carry forests on my back,
Neither can you crack a nut.'

60. *Abou Ben Adhem*

Abou Ben Adhem (may his tribe increase)
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
'What writest thou !'—The vision raised its head,
And, with a look made of all sweet accord,
Answered, 'The names of those who love the Lord.'
'And is mine one ?' said Abou. 'Nay, not so,'
Replied the angel. Abou spoke more low,
But cheerily still, and said, 'I pray thee then,
Write me as one that loves his fellow-men.'
The angel wrote, and vanish'd. The next night
It came again with a great wakening light,
And show'd the names whom love of God had bless'd.
And lo ! Ben Adhem's name led all the rest.

CHAPTER XVI

EXPANSION

I. EXPANSION OF STORY OUTLINES

You will now learn to build up a story from given hints or outlines.

1. Whenever the mere outline of a complete story is given, it is **best** to stick as closely as possible to the sketch provided.

2. Connect every part of the story in a natural way.

3. An outline of a story is just like a skeleton. It has to be clothed in the 'flesh and blood' of your story and language. In doing so you will have a chance of exercising your own fancy, and bringing in whatever you think necessary to make up a good tale which is in keeping with the outlines.

4. Whenever conversation in the direct form is introduced in your composition, make it lively, natural and interesting.

5. A story pleases most when it ends in a way which one had hardly **expected**. One must therefore aim at making the conclusion of a story **striking** and surprising.

6. If you have to give a title to the story, you can name it (i) after the main persons, objects or incidents in the story, or (ii) after some saying or proverb illustrated by the story.

EXERCISE 1

1. A boy fishing—a child playing near by falls into the lake—the boy plunges into the water—rescues the child.

2. Frogs in a pond pray to Indra for a king—Indra throws a log of wood—frogs terrified at first but then disappointed! Why? Pray again to Indra—Indra sends a stork—how the stork rules—the result.

3. A fox falls into a well—a thirsty goat comes to the well—fox invites goat to have a drink of the fresh water—the foolish goat jumps in—fox proposes to step on the goat's back and jump off—promises to draw out goat afterwards—the goat agrees—the fox's treachery—the goat's fate.

4. A king's elephant daily goes to the river past a tailor's shop—tailor often gives fruit—one day he inserts a needle in the fruit—following day elephant fills trunk with dirty water—the result.

5. A fisherman snares a very young fish—the fish begs to be set free—promises to return when big and fully grown—the fisherman's reply, 'one in the hand is worth two in the sea.'

6. An old man on death-bed presented a wooden idol to his son—asked him to worship it—died—the son obeyed for years—no reward or blessings—impatient—dashed the idol against a stone—gold and jewels!

7. A bell tied to a sunken rock to warn mariners—a pirate chief cuts off the bell—some time after, pirate's ship strikes against that very rock and is wrecked—the moral.

8. A washerman had an ass and a puppy—the pup played with its master, sat in his lap, took bits of bread from him, and became a great favourite—the ass jealous—wished to be similarly treated—rushed to sit in master's lap—brayed aloud—the favours that it received.

9. A tamarind tree said one day to a reed, 'Nature has been unkind to you; the slightest breeze forces you to bend your head; I can resist the biggest storm.' The reed replied, 'I have less to fear than you. I can bend without breaking.' Just then violent storm—tamarind tree uprooted—reed unhurt.

10. Rama sees bottle in father's bedroom; thinks it full of syrup—when father goes out, climbs on to a chair, takes down the bottle, and swallows the contents—the bottle contains medicine—Rama ill for several days.

11. An old man—three sons—divides property among them—a jewel set aside 'For him who does the noblest act'—one son goes to earn and returns with a fortune—the second makes pilgrimages to holy places—the third saves his enemy's life (how?)—the result.

12. A slave escapes to the forest—sees lion with swollen paw, approaches it, removes thorn from paw and then goes his way—he is arrested and taken before the king—by the king's order, a lion is let loose on him—the lion rushes at him, then licks his feet—the spectators amazed—the slave's explanation—the king sets him free.

13. A boy steals a wrist watch from a neighbour—offers it to sister—their conversation—sister's reproof and advice to restore

watch—the boy afraid—sister undertakes task—goes to neighbour's with the watch—detected and placed before a judge—the brother turns up—confesses—the judge pardons brother and praises sister.

14. A lovely mango garden—naughty boy—temptation—feasts—owner—fright—flight—hot pursuit—a cottager on the way—request—hides in hut—owner on the scene—inquiry—cottager's 'No' with finger towards hut—boy notices—owner does not, and leaves—boy walks off without thanking—cottager's reproach—sharp reply.

15. A man has lost his donkey—his friends search far and wide—the donkey not found—they return—the owner smiling and cheerful—they ask why?—donkey found?—the reply, 'No, but I am glad that I did not ride the donkey, otherwise I too would have been lost.'

16. Rama holds out a piece of bread to his dog—as the dog jumps forward to take it, Rama hits him with his stick—at this moment Rama's uncle arrives, holding a present for his nephew—(what follows?)

17. A dog with a piece of meat in its mouth—crossing a river—sees its shadow—mistakes it for another dog with bigger bit—drops his to snatch at what was a shadow—moral.

18. A snake frozen by the cold—found by villager—he takes it home—warms it near the fire—snake then darts at children—its fate.

19. A girl in a carriage—the horse shies: why?—bolts off with carriage—imminent danger—youth passing by—his presence of mind—the girl saved—her gratitude and the crowd's applause.

20. Three men pass through a forest—a bag of money—agree to divide it—they are hungry—one sent to buy food—avarice—poisons the food bought—returns—murdered by his companions—they eat the food—the result and moral.

21. A man claims to have invented a bullet-proof coat—goes to the Commander-in-Chief—expects a reward—the Commander-in-Chief wishes to test the invention on the inventor—goes to fetch rifle—the inventor disappears.

22. Two beggars, one blind, the other lame—both helplessly stranded—the cripple's proposal—the blind to carry him and he to lead—agreed—the result and moral.

23. A traveller with two horses, one with a long, the other a short tail—an inn—charged four annas more for the feed of longer-tailed than of the other—Why?—the reply—the long-tailed can whisk off

flies with his tail whilst eating—eats more—the other drives away flies with his head—eats less.

EXERCISE 2

(a) Complete the following narratives in the best way you can (in about 300 to 500 words each) and supply appropriate titles. If your narrative contains a moral, point it out :—

1. One day Rustom left for school at 10.30 a.m., as usual, and joined his class. Ding-dong, ding-dong, went the bell, and the next moment all the boys were in their seats, awaiting the teacher. The boys opened their books and made ready for the work. But . . .

2. The headmistress of the school decided to give the girls a special half-holiday, and dismissed the school much earlier than usual. Little Ahalya ran breathlessly homewards to carry the good news and prepare her mother and playmates for a jolly afternoon. Little did she dream of the disappointment that awaited her. For, when she reached home, and knocked at the door, . . .

3. A *sadhu* daily appeared at a certain gentleman's house begging for alms. The gentleman's little daughter usually put a handful of rice in his bowl, and the *sadhu* would mutter some unintelligible verses by way of gratitude. One day . . .

4. Narayan and Surendra were out one afternoon for a long walk in the country. They soon left the outskirts of their town far behind, and were tramping along a solitary road when they suddenly came upon an unoccupied motor car lying on one side of the road . . .

5. Shaukat's mother had to call on a relative who had been ill. She did not deem it advisable to take her baby daughter with her. Therefore she left the baby behind, and strictly charged Shaukat to keep within doors and look after his little sister till she returned. Scarcely had the mother left, however, . . .

6. It was the day of the village fair. Men, women and children in large numbers had come from miles around. Stalls of sweets and fancy goods and all kinds of commodities such as were likely to command a sale were arrayed in long rows on both sides of the streets. The sellers, buyers and spectators, numbering thousands, were moving to and fro gaily, jostling against each other and elbowing their way

forward through the crowd, when a sudden cry of alarm was heard over the din and bustle, 'Fire! Fire!' . . .

7. Very early one morning, a boy was crossing the bridge across the river near his village, when he heard someone desperately crying aloud, 'Help! Help!' . . .

8. A rich merchant in Bombay once sent his clerk with a large sum of money to the bank. The clerk had been in his service for many years, and he had every reason to repose the fullest confidence in him. Imagine his surprise, therefore, when he found that the clerk had not returned that night, nor even the next morning. . . .

9. As Ram and Pal were once at play

At school, it came to pass

Ram struck the ball so far away,

He broke a pane of glass. . . .

(b) Construct your own narratives to illustrate the following sayings or quotations :—

1. Union is strength.
2. Those who live in glass houses should not throw stones.
3. Honesty is the best policy.
4. There's many a slip 'twixt the cup and the lip.
5. God helps those who help themselves.
6. Do unto others as you would be done by.
7. Pride goes before a fall.
8. Look before you leap.

II. EXPANSION OF ABSTRACT IDEAS

As in the expansion of narrative outlines, so also in expanding abstracts, you are required to draw them out in a way which will make your composition connected and readable.

This you can do by making a free use of words, or by adding particulars implied but not stated explicitly in the original. None of the main facts mentioned should, however, be altered or omitted.

Whenever a mere outline is provided, it is best to follow it as closely as possible. An idea conveyed in a very terse or, as we may say, tabloid form, as in the case of a proverb, must be carefully enlarged so as to bring out all its implications. The compressed thought when thus treated has all the appearance of an essay in miniature.

Here are a few instances to show how a line or more can be expanded into a paragraph :—

(1) A rolling stone gathers no moss.

Expansion :—A stone that has been lying long in one place exposed to rain will collect moss, but a stone the position of which has been shifted constantly will not. Similarly, a man who works steadily at one kind of work stands a better chance of acquiring competence and achieving success than one who is constantly changing his profession.

(2) There is some soul of goodness in things evil

Would men observingly distil it out.

Expansion :—There is nothing in this world which is wholly good or completely evil. What may appear to us on the surface to be full of harm will reveal at least some useful quality if we take the pains to examine it more closely and carefully. This ought to make us guard against wholesale condemnation of any person or thing.

(3) The worth and dignity of a state depends less on its form of government than on the quality of its citizens.

Expansion :—Different countries may have different forms of government. These vary according to the race, geographical situation, history, traditions and political development of each country. A form of government which may be very well suited to one country may be unsuited to another. In estimating, therefore, the character and importance of a nation we ought not to think so much of its form of government as of the character and quality of its citizens ; whether they are peaceable, industrious, prosperous, and honourable, should determine our judgement and estimate of a state.

EXERCISE 3

Expand each of the following passages into a short paragraph :—

1. Our remedies oft in ourselves do lie
Which we ascribe to Heaven.
2. To trust to the world is to build on the sand.
3. The poorer the guest, the better pleased is he with being treated.
4. No revenge is more heroic than that which torments envy by
doing good.
5. Hypocrisy is the homage Vice pays to Virtue.
6. One touch of nature makes the whole world kin.

7. This mournful truth is everywhere confessed :
Slow rises worth by poverty depressed.
8. Better to hunt in fields for health unbought
Than fee the doctor for a nauseous draught.
9. 'Tis with our judgements as with our watches,
None go just alike, yet each believes his own.
10. Errors like straw upon the surface flow,
They who seek for pearls must dive below.
11. In faith and hope the world will disagree,
But all mankind's concern is charity.
12. Know then thyself, presume not God to scan ;
The proper study of mankind is man.
13. Heaven is not always angry when He strikes,
But most chastises those whom most He likes.
14. Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power.
15. It is excellent to have a giant's strength ; but it is tyrannous to
use it like a giant.
16. What is in a name ? That which we call a rose
By any other name would smell as sweet.
17. A stitch in time saves nine.
18. Strike the iron while it is hot.
19. A friend in need is a friend indeed.
20. One man's meat is another man's poison.
21. Words are wise men's counters, they do not reckon by them :
but they are the money of fools.
22. A thing of beauty is a joy for ever ;
Its loveliness increases ; it will never
Pass into nothingness.
23. If all the year were playing holidays,
To sport would be as tedious as to work.
24. People in glass houses shouldn't throw stones.
25. Say not, the struggle not availeth,
The labour and the wounds are vain.
26. Life will at the end seem a poor affair if the fruits of its exertions
are to be no more than material acquisitions.
27. Of all sad words of tongue or pen,
The saddest are these : ' It might have been.'

28. No one was ever yet made utterly miserable, except by himself.
29. Slavery is but half abolished while millions of 'free men' are left without education.
30. Ambition
Is like the sea-wave, which the more you drink
The more you thirst.
31. True ease in writing comes from art, not chance,
As those move easiest who have learnt to dance.
32. Live not to eat, but eat to live.
33. How far that little candle throws his beams !
So shines a good deed in a naughty world.
34. Parting is such sweet sorrow.
35. Lowliness is young ambition's ladder.
36. The childhood shows what the man will be, as the morning shows the coming day.
37. Every man is the architect of his own fortune.
38. The wish is father to the thought.
39. Only the actions of the just
Smell sweet and blossom in the dust.
40. The ocean is a glorious mirror wherein the Almighty's form
glasses itself in tempest.
41. Knowledge is proud that he has learned so much,
Wisdom is humble that he knows no more.
42. There is comfort in the strength of love ;
'Twill make a thing endurable, which else
Would break the heart.
43. Men's evil manners live in brass, their virtues we write in water.
44. 'Tis not in mortals to command success,
But we'll do more—deserve it.
45. How sharper than a serpent's tooth it is to have a thankless child.
46. To have lived in one place ever since memory began is to have
seen that place change as you change yourself ; but more perceptibly.
47. It is a common error, and one which I have found among men,
not only intelligent, but much conversant in public business,
to think that in politics legislation is everything and adminis-
tration nothing.

48. To do as much as you can heartily and happily do each day in a well-determined direction with a view to far-off results, with present enjoyment of one's work, is the only proper, the only essentially profitable way.
49. The wretch who, after having seen the consequences of a thousand errors, continues still to blunder and whose age has only added obstinacy to stupidity, is surely the object either of abhorrence or of contempt, and deserves not that his grey hairs should secure him from insult.
50. To every man upon this earth,
Death cometh soon or late,
And how can man die better
Than facing fearful odds,
For the ashes of his fathers,
For the temples of his gods ?
51. O woman ! in our hours of ease,
Uncertain, coy, and hard to please,
And variable as the shade
By the light quivering aspen made ;
When pain and anguish wring the brow,
A ministering angel thou.
52. There is a tide in the affairs of men,
Which taken on the flood, leads on to fortune !
Omitted, all the voyage of their life,
Is bound in shallows and in miseries.

CHAPTER XVII

PARAPHRASE

To paraphrase a given passage means to reproduce the thoughts or statements in it in our own language.

Paraphrase is not *summary* ; neither is it *expansion*. No thought or statement in the given passage can be left out in the paraphrase, and no new thought or statement can be added. Paraphrase reproduces

every part of the original passage in another way : the same ideas are expressed in different language.

I. HOW TO PARAPHRASE OR REPRODUCE A GIVEN PASSAGE

1. Read and understand the passage.
Make sure that you understand fully each word and construction in the passage, and its exact meaning in the context.
 2. Note, and if possible mark off, the different statements made in the passage. Attend to the *ideas* and *information* in the passage more than to the expressions.
 3. Reproduce each such statement clearly, changing the construction as much as possible.
To do this, you may find it convenient to :—
 - (i) Use common words for uncommon or poetic expressions.
 - (ii) Use the active voice in place of the passive and vice versa.
 - (iii) Use declarative sentences in place of interrogative and exclamatory ones.
 - (iv) Use the direct construction in place of the indirect and vice versa.
 - (v) Use negative sentences in place of affirmative ones and vice versa.
 - (vi) Use a clause in place of a word or phrase and change the kind of sentence, e.g. from simple to complex or double, and so on.
 - (vii) Change the relation of the clauses, e.g. turn a principal clause into a subordinate (or co-ordinate) clause and vice versa.
 - (viii) Join together in one sentence or construction what is said in two or more sentences.
 - (ix) Break up long sentences into two or more short sentences.
- Remember, however, that what you have to aim at is to bring out the true meaning of the given passage rather than concentrate on mere mechanical details.
4. Revise your draft ; if necessary, make suitable changes to connect the different parts of your draft so as to make smooth and easy reading.
 5. Make a fair copy.

Some Don'ts :

- (i) Don't leave out any idea found in the original passage.
- (ii) Don't add any new idea of your own.
- (iii) Don't put a different idea in place of the one in the passage.
- (iv) Don't merely put other dictionary words in place of words in the passage.
- (v) Don't use any word the use or meaning of which you do not know.
- (vi) Don't hesitate to use in your exercise a word or phrase already used in the passage if you can't find a satisfactory substitute for it.
- (vii) Don't turn a simple and clear statement into a difficult and confused one.

EXAMPLES

1. *No gains without pains*

In this life there are no gains without pains. Life, indeed, would be dull if there were no difficulties. Games lose their zest if there is no real struggle, if the result is a foregone conclusion. Both winner and loser enjoy a game most if it is closely contested to the last. No victory is a real triumph unless the foe is worthy of the steel. Whether we like it or not, life is one continuous competitive examination.

PARAPHRASE

Nothing good can be had in the world without hard struggle. It is the constant struggle that makes life full of interest. Take games for example : if the result of a game is practically certain and known even before the contest, that game can have no excitement for us. The parties playing the game can derive pleasure from it only if there is competition. Unless the contesting sides are well matched the winning or losing of the game has no meaning. Although we may dislike the idea, life is a constant struggle.

2. *Contentment*

Remote from cities lived a swain,
Unvexed with all the cares of gain.
His head was silvered o'er with age,
And long experience made him sage.
In summer's heat and winter's cold,
He fed his flock and penn'd the fold.
His hours in cheerful labour flew,
Nor envy nor ambition knew :
His wisdom and his honest fame
Through all the country raised his name.

PARAPHRASE

There once lived in the country a simple old peasant who was never troubled by anxiety to become rich. On account of his great age his hair had turned silver-white, and he had acquired great wisdom by experience. He tended his flocks and guarded them in the sheep-fold through every season of the year. He thus passed his life of labour in happiness and contentment, without envying anybody, so that he was respected in the whole countryside for his wisdom and honesty.

II. PASSAGES FOR PARAPHRASE

1. *Books*

Except a living man, there is nothing more wonderful than a book ! A message to us from the dead—from human souls whom we never saw, who lived perhaps thousands of miles away ; and yet they, on those little sheets of paper, speak to us, amuse us, enliven us, teach us, comfort us, open their hearts to us as brothers ! I say we ought to reverence books, to look on them as useful and mighty things.

2. *Beasts of prey*

Beasts of prey seldom devour each other, nor can anything but the greatest hunger induce them to do so. What they chiefly seek after is the deer or the goat, those harmless creatures that seem made to embellish nature. These are either pursued or surprised, and afford

the most agreeable repast to their destroyers. The most usual method with even the fiercest animals is to hide or crouch near some path frequented by their prey, or some water where cattle come to drink, and seize them at once with a bound.

3. *Thinking too highly of one's own opinions*

We ought to check the disposition to think too highly of our own opinions, and too humbly of those of others. Our neighbours may think rightly, though their opinions appear to us absurd ; and our own opinions may be wrong, though to us they appear right. Every man is but one out of millions, each of whom has his own peculiar opinions, and each of whom is as much entitled to think himself right as another. It is a great point for anyone to attain, to know, and act as one who **knows**, that he may possibly be in the wrong.

4. *Thirst for knowledge*

When a child first begins to take notice of the world into which he has been born, his speech consists almost wholly of questions. Why ?—who ?—which ?—what ? So every sentence begins ; for all around him he sees wonder upon wonder, and he longs to understand fully everything he sees. As he grows older, however, he finds out that no one in a lifetime can learn all he wishes to know. The greatest scholars, the wisest philosophers, the keenest scientists are all children in the school of life ; each adding to the sum of what is already known, and each passing away with many of life's mysteries still unexplained. Yet this thirst for knowledge is one of man's noblest traits and has led him on, step by step, to wondrous heights.

5. *Friendship*

We must be as careful to keep friends as to make them. And when you have made a friend, keep him. Remember that thorns and brush-wood obstruct the road which no one treads. Remember also that friendship does not confer any privilege to make ourselves disagreeable. Some people never seem to appreciate their friends till they have lost them. Death, however, has no power to sever true friendship. If we choose our friends for what they are, not for what they have, and if we deserve so great a blessing, then they will be always with us, preserved in absence and, even after death, in the amber of memory.

6. *Lives of great men*

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

Footprints that perhaps another
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

7. *How fair is the rose !*

How fair is the rose ! What a beautiful flower !
The glory of April and May !
But the leaves are beginning to fade in an hour,
And they wither and die in a day.

So frail is the youth and beauty of men,
Though they bloom and look gay like the rose,
But all our fond care to preserve them is vain ;
Time kills them as fast as he goes.

8. *Labour*

Nature expects mankind should share
The duties of the public care.
Who's born for sloth ? To some we find
The ploughshare's annual toil assigned ;
Some at the sounding anvil glow ;
Some the swift-gliding shuttle throw ;
Some, studious of the wind and tide,
From pole to pole our commerce guide ;
Some, taught by industry, impart
With hands and feet the works of art,
While some, of genius more refined,
With head and tongue assist mankind ;
Each, aiming at one common end,
Proves to the whole a needful friend.
Thus, born each other's useful aid,
By turns are obligations paid.

9. *My good right hand*

I fell into grief, and began to complain ;
I looked for a friend, but I sought him in vain ;
Companions were shy, and acquaintances cold,
They gave me good counsel, but dreaded their gold.

' Let them go,' I exclaimed : ' I've a friend at my side,
To lift me, and aid me, whatever betide.'
To trust to the world is to build on the sand :
I'll trust but in Heaven and my good Right Hand.

My courage revived, in my fortune's despite,
And my hand was as strong as my spirit was light ;
It raised me from sorrow, it saved me from pain :
It fed me, and clad me, again and again.

The friends who had left me came back every one,
And darkest advisers looked bright as the sun—
I need them no more, as they all understand.
I thank thee, I trust thee, my good Right Hand.

10. *The angels*

'Tis said that angels walk the earth—
I'm sure it must be so—
When round our path, scarce seen by us,
Such bright things come and go.

Are there not beings by our side
As fair as angels are,
As pure, as stainless, as the forms
That dwell beyond the star ?

Yes ! there are angels of the earth,
Pure, innocent, and mild,
The angels of our hearts and homes,
Each loved and loving child.

CHAPTER XVIII

PRÉCIS-WRITING

✎ The summary (or *précis*, as it is sometimes called) of any writing is the shortened form of that writing. All unnecessary details are left out from such a summary or *précis*.

I. HOW TO SUMMARIZE A GIVEN PASSAGE

1. Read the passage carefully, and understand it as a whole.
2. Note and, if necessary, mark off the number and order of the main points in the passage.
3. Express in brief what is said on each such point.
 - (i) Avoid repetitions even if they are found in the passage given.
 - (ii) Say in brief and simple form whatever is said in difficult or high-flown language.
 - ✎ (iii) What is said in the given passage in poetic language should be expressed in simple prose.
 - (iv) Let your summary be about one-third the length of the passage. If you are asked to give the summary in a certain number of words or lines, then, of course, observe that limit.
4. Revise your draft ; if necessary, make changes to connect the different points in your draft so as to make smooth reading. Then make a fair copy.

If the given passage has no heading, one should be supplied to the summary.

Let us take a passage and attempt its *précis*.

Conduct towards animals

✎ There are many harmless little animals, such as flies, snails, worms and frogs, which some people torture and kill whenever they see them. We ought not to do so, because it is wrong to cause unnecessary pain to any creature. Besides, from being cruel to little animals, we are led to become cruel to our fellow-creatures, and thus by and by to do very wicked deeds. When we are tempted to hurt or kill any such creatures,

we should consider how we should like it if any being greater than ourselves were to do the same to us.

Let us summarize the above passage, following the hints already given.

1. Read and understand the passage.
2. Mark off the points in the passage as shown below :—
There are many.....they see them.
We ought not.....wicked deeds.
When we are.....same by us.
3. We can express briefly these three ideas as follows :—
Some people torture and kill harmless little animals.
Causing pain to any creature is wrong and may lead to cruelty and wickedness.
We should consider how we should like to be treated in the same way.
4. When we have revised and made a fair copy, the exercise will read as follows :—

Conduct towards animals

Some people torture and kill harmless little animals. Causing pain to creatures, however, is wrong, and may make us cruel and wicked. Besides, we should consider how we should like to be treated in the same way.

Here is another passage (in verse), together with its summary :—

Kindness to animals

Little children, never give
Pain to things that feel and live :
Never hurt the timid hare
Peeping from her green grass lair,
Let her come and sport and play
On the lawn at close of day.
The little lark goes soaring high
To the bright windows of the sky,
Singing as if 'twere always Spring,
And fluttering on an untired wing—
Oh ! let him sing his happy song,
Nor do these gentle creatures wrong.

SUMMARY

Kindness to animals

Children should not hurt animals. They should let animals like the hare play freely in the fields and allow birds like the lark to fly and sing merrily.

II. PASSAGES FOR PRÉCIS-WRITING

1. *The ant*

The ant is one of the most wonderful of insects, if not of all living things, by reason of its intelligence, strength and skill. Although some kinds do very great damage, such as the white ant, this insect is a good friend to mankind in doing scavenger work and removing matter which would decay and be injurious to health. With a little care we can guard against the damage done by ants, and so obtain nothing but good from their work.

2. *Coal*

Tracts of land from which coal is obtained are called coal-fields. These so-called fields are not on the surface of the earth, like fields of rice or wheat, but at some depth below it. They consist of layers or beds, which run under the ground. When a layer of this kind has been opened, the opening is called a mine ; and hence coal is classed as a mineral. India possesses many coal-fields, but much fewer and smaller than those of England in proportion to the size of the country. The coal, too, is of inferior quality. It is devoid of gas, and gives a less lively flame in consequence, and it leaves a much larger amount of ash when it is burnt.

3. *Truth*

Do not let us lie at all. Do not think of one falsehood as harmless and another as slight, and another as unintended. Cast them all aside ; it is better that our hearts should be swept clean of them, without debating as to which is largest or blackest.

4. *Observation*

To be always observing attentively what is passing around them is one of the means by which men improve their circumstances. No man can learn all that he requires to know at school, or from books. In order to attain a knowledge of the characters of our neighbours, of the ways of the world in general, and of a great multitude of things peculiar to every place, all of which kinds of knowledge are necessary to us, we must observe attentively and ponder those things as they daily present themselves to our notice.

5. *Self-reliance*

It is of importance for young persons that they should accustom themselves from their earliest years to trust as little as possible to others for what they want. They should learn to put on their own clothes, to wash themselves, to take their food with their own hands, and not to expect that their mothers or servants will always do these things for them. They should learn to read, to write, to cast accounts, and should store their minds with knowledge, in order that they may be able, as soon as possible, to go into the world and earn their own bread.

6. *A wish*

Like my little garden,
May I grow sweet and fair ;
With kindly words and action
For everyone to spare ;
May the good seed flourish well
In my little heart,
And all the vain and wicked thoughts
Like evil weeds depart.

7. *Small beginnings*

We need not be ashamed to learn,
And our first efforts show ;
For in this world from little things
The greatest often grow.

There's not a learned sage that lives,
Whatever his degree,
Who did not at the first begin
With simple A. B. C.

8. *Little by little*

'Little by little,' said a thoughtful boy,
'Moment by moment I will employ,
Learning a little every day,
And not spending all my time in play ;
And still this rule in my mind shall dwell,
Whatever I do, I will do it well.
Little by little I'll learn to know
The treasured wisdom of long ago.
And one of these days perhaps will see
That the world will be the better for me.

9. *The little plant*

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

'Wake,' said the sunshine,
'And creep to the light' ;
'Wake,' said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

10. *The bees*

So work the honey-bees,
Creatures that by a rule in nature teach
The act of order to a peopled kingdom.
They have a king and officers of sorts ;

Where some, like magistrates, correct at home,
Others, like merchants, venture trade abroad,
Others, like soldiers, armed in their stings,
Make boot upon the summer's velvet buds ;
Which pillage they with merry march bring home
To the tent-royal of their emperor :
Who, busied in his majesty, surveys
The singing masons building roofs of gold.

CHAPTER XIX

PASSAGES IN PROSE AND VERSE

FOR PARAPHRASE AND SUMMARY

1. *A book*

A book is written, not to multiply the voice merely, not to carry it merely, but to perpetuate it. The author has something to say which he perceives to be true and useful, or helpfully beautiful. So far as he knows, no one has yet said it ; so far as he knows, no one else can say it. He is bound to say it clearly and melodiously if he may ; clearly, at all events. In the sum of his life he finds this to be the thing, or group of things, manifest to him ; this, the piece of true knowledge, or sight, which his share of sunshine and earth has permitted him to seize. He would fain set it down for ever ; engrave it on rock, if he could ; saying, ' This is the best of me ; for the rest, I ate and drank, and slept, loved and hated, like another ; my life was as the vapour, and is not ; but this I saw and knew ; this, if anything of mine, is worth your memory.' That is his ' writing ' ; it is, in his small human way, and with whatever degree of true inspiration is in him, his inscription or scripture. That is a book.

2. *Fableland*

Anything you like happens in Fableland. Wicked folk die ; annoying folk are got out of the way ; the poor are rewarded, the

upstarts are set down, in Fableland ; the frog bursts with wicked rage, the fox is caught in a trap, the lamb is rescued from the wolf, and so forth, just in the nick of time. And the poet of Fableland rewards and punishes absolutely. He splendidly deals out bags of sovereigns, that won't buy anything ; belabours wicked backs with awful blows, which do not hurt ; endows heroines with preternatural beauty, and creates heroes who, if ugly sometimes, yet possess a thousand good qualities, and usually end by being immensely rich ; makes the hero and heroine happy at last, and happy ever after. Ah, happy, harmless Fableland, where these things are !

3. *Hospitality*

It means the knowledge of all herbs, and fruits, and balms, and spices ; and of all that is healing and sweet in fields and groves, and savoury in meats ; it means carefulness, and inventiveness, and watchfulness, and willingness, and readiness of appliance ; it means the economy of your great-grandmothers, and the science of modern chemists ; it means much tasting and no wasting ; it means English thoroughness, and French art, and Arabian hospitality ; and it means, in fine, that you are to be perfectly and always, ' ladies '—' loaf-givers ' ; and, as you are to see, imperatively, that everybody has something pretty to put on, so you are to see, yet more imperatively, that everybody has something nice to eat.

4. *The tortoise*

No part of its behaviour ever struck me more than the extreme timidity it always expresses with regard to rain ; for though it has a shell that would secure it against the wheel of a loaded cart, yet does it discover as much solicitude about rain as a lady dressed in all her best attire, shuffling away on the first sprinklings, and running its head up in a corner. If attended to, it becomes an excellent weather-glass ; for, as sure as it walks elate, and as it were on tip-toe, feeding with great earnestness in a morning, so sure will it rain before the night. It is totally a diurnal animal, and never pretends to stir after it becomes dark.

5. *Small things*

Behold, we put bits in the horses' mouths that they may obey us ; and we turn about their whole body.

Behold also the ships, which though they be so great, and are driven of fierce winds, yet are they turned about with a very small helm, whithersoever the governor listeth.

Even so the tongue is a little member, and boasteth great things. Behold how great a matter a little fire kindleth.

6. *Nature's records*

Nature will be reported. All things are engaged in writing their history. The planet, the pebble, goes attended by its shadow. The rolling rock leaves its scratches on the mountain ; the river its channel in the soil ; the animal its bones in the stratum ; the fern and leaf their modest epitaph in the coal. The falling drop makes its sculpture in the sand or the stone. Not a foot steps into the snow or along the ground, but prints in characters more or less lasting a map of its march. Every act of the man inscribes itself in the memories of his fellows and in his own manners and face. The air is full of sounds ; the sky, clouds ; tokens ; the ground is all memoranda and signatures, and every object covered over with hints which speak to the intelligence.

7. *Party spirit*

A greater judgement cannot befall a country than such a dreadful spirit of division as rends a government into two distinct people, and makes them greater strangers, and more adverse to one another, than if they were actually two different nations. The effects of such a division are pernicious to the last degree, not only with regard to those advantages which they give the common enemy, but to those private evils which they produce in the heart of almost every particular person. This influence is very fatal both to men's morals and their understandings ; it sinks the virtue of a nation, and not only so, but destroys even commonsense.

8. *Work*

When men are rightly occupied, their amusement grows out of their work, as the colour-petals out of a fruitful flower ; when they are

faithfully helpful and compassionate, all their emotions become steady, deep, perpetual and vivifying to the soul as the natural pulse to the body.

9. *Work*

Blessed is he who has found his work ; let him ask no other blessedness. He has a work, a life-purpose ; he has found it, and will follow it ! How, as a free-flowing channel, dug and torn by noble force through the sour mud-swamp of one's existence, like an ever-deepening river there, it runs and flows ; draining off the sour festering water, gradually, from the root of the remotest grass blade ; making, instead of a pestilential swamp, a green fruitful meadow with its clear-flowing stream ! How blessed for the meadow itself, let the stream and its value be great or small !

10. *Good work*

▶ All who have meant good work with their whole hearts, have done good work although they may die before they have time to sign it. Every heart that has beat strong and cheerfully has left a hopeful impulse behind it in the world and bettered the tradition of mankind.

11. *Influence*

▶ In no place in the world has individual character more weight than at a public school. Remember this, I beseech you, all you boys who are getting into the upper forms. Now is the time in all your lives, probably, when you may have more wide influence for good or evil on the society you live in than you can ever have again. Quit yourselves like men, then ; speak up, and strike out if necessary, for whatsoever is true, and manly, and lovely, and of good report ; never try to be popular, but only do your duty, and help others to do theirs, and you may leave the tone of feeling in the school higher than you found it, and so be doing good which no living soul can measure to generations of your countrymen yet unborn.

12. *Guilt and Shame*

Guilt and Shame, says the allegory, were at first companions, and in the beginning of their journey, inseparably kept together. But their union was soon found to be disagreeable and inconvenient to both. Guilt gave Shame frequent uneasiness, and Shame often betrayed secret conspiracies of Guilt. After long disagreement, therefore, they at length consented to part for ever. Guilt boldly walked forward alone, to overtake Fate, that went before in the shape of an executioner ; but Shame, being naturally timorous, returned back to keep company with Virtue, which in the beginning of their journey they had left behind. Thus, my children, after men have travelled through a few stages in vice, shame forsakes them, and returns back to wait upon the few virtues they have still remaining.

13. *Hope*

Hope humbly then ; with trembling pinions soar ;
Wait the great teacher death, and God adore.
What future bliss, he gives thee not to know,
But gives that hope to be thy blessing now.
Hope springs eternal in the human breast :
Man never is, but always to be blest.
The soul (uneasy and confin'd), from home,
Rests and expatiates in a life to come.

14. *Joy*

Hark, how the birds do sing,
And woods do ring !
All creatures have their joy, and man hath his ;
Yet if we rightly measure,
Man's joy and pleasure
Rather hereafter than in present is :
Not that he may not here
Taste of the cheer,
But as birds drink and straight lift up the head,
So must he sip and think
Of better drink
He must attain to after he is dead.

15. *Adversity*

Sweet are the uses of adversity :
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in his head :
And this our life exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.

16. *Time*

The lapse of time and rivers is the same,
Both speed their journey with a restless stream ;
The silent pace, with which they steal away,
No wealth can bribe, no prayers persuade to stay ;
Alike irrevocable both when past,
And a wide ocean swallows both at last.
Though each resemble each in every part,
A difference strikes at length the musing heart ;
Streams never flow in vain ; where streams abound,
How laughs the land with various plenty crowned !
But time, that should enrich the nobler mind,
Neglected leaves a dreary waste behind.

17. *Schooldays*

Be it a weakness, it deserves some praise ;
We love the play-place of our early days—
The scene is touching, and the heart is stone
That feels not at that sight, and feels at none.
The wall on which we tried our graving skill,
The very name we carv'd, subsisting still ;
The bench on which we sat while deep employ'd,
Though mangled, hack'd, and hew'd, not yet destroy'd :
The little ones, unbutton'd, glowing hot,
Playing our games, and on the very spot ;
As happy as we once, to kneel and draw
The chalky ring, and knuckle down at taw ;
To pitch the ball into the grounded hat,
Or drive it devious with a dext'rous pat—

The pleasing spectacle at once excites
Such recollection of our own delights,
That, viewing it, we seem almost t' obtain
Our innocent sweet simple years again.

18. *Home*

In all my wanderings round this world of care,
In all my griefs—and God has given my share—
I still had hopes my latest hours to crown,
Amidst these humble bowers to lay me down ;
To husband out life's taper at the close,
And keep the flame from wasting by repose ;
I still had hopes, for pride attends us still,
Amidst the swains to show my book-learned skill,
Around my fire an evening group to draw,
And tell of all I felt, and all I saw ;
And as a hare, whom hounds and horns pursue,
Pants to the place from whence at first she flew,
I still had hopes, my long vexations past,
Here to return—and die at home at last.

19. *Learning*

A little learning is a dangerous thing ;
Drink deep, or touch not the Pierian spring :
There shallow draughts intoxicate the brain,
And drinking largely sobers us again.
Fired at first sight with what the Muse imparts,
In fearless youth we tempt the heights of arts ;
While from the bounded level of our mind,
Short views we take, nor see the length behind ;
But more advanced, behold with strange surprise
New distant scenes of endless science rise !
So pleased at first the towering Alps we try,
Mount o'er the vales and seem to tread the sky,
The eternal snows appear already pass'd,
And the first clouds and mountains seem the last :

But those attained, we tremble to survey
The growing labours of the lengthened way,
The increasing prospect tires our wandering eyes,
Hills peep o'er hills, and Alps on Alps arise !

20. *Nature*

Nature never did betray
The heart that loved her ; 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy ; for she can so inform
The mind that is within us, so impress
With quickness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgements, nor the sneers of selfish men,
Nor greetings where no kindness is, nor all
The dreary intercourse of daily life,
Shall e'er prevail against us, or disturb
Our cheerful faith, that all which we behold
Is full of blessings.

21. *Music*

At last a soft and solemn-breathing sound
Rose like a stream of rich distilled perfumes,
And stole upon the air, that even Silence
Was took ere she was 'ware, and wished she might
Deny her nature, and be never more,
Still to be so displaced. I was all ear,
And took in strains that might create a soul
Under the ribs of Death.

22. *Natural music*

Ah, from a little child,
Thou knowest, soul, how to me all sounds became music,
My mother's voice in lullaby or hymn.
(The voice, O tender voices, memory's loving voices,
Last miracle of all, O dearest mother's, sister's voices) ;

The rain, the growing corn, the breeze among the long-leav'd corn,
The measur'd sea-surf beating on the sand,
The twittering bird, the hawk's sharp scream,
The wild-fowl's notes at night as flying low, migrating north or south,
The psalm in the country church or, 'mid the clustering trees, the
 open-air camp-meeting,
The fiddler in the tavern, the glee, the long-strung sailor-song,
The lowing cattle, bleating sheep, the crowing cock at dawn.

23. *The arrow and the song*

I shot an arrow into the air,
It fell to earth, I knew not where ;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where ;
For who has sight so keen and strong,
That it can follow the flight of song ?

Long, long afterward, in an oak
I found the arrow, still unbroke ;
And the song, from beginning to end,
I found again in the heart of a friend.

24. *Great men*

Then, in such hour of need
Of your fainting, dispirited race,
Ye, like angels, appear,
Radiant with ardour divine !
Beacons of hope, ye appear !
Langour is not in your heart,
Weakness is not in your word,
Weariness not on your brow.
Ye alight in our van ! at your voice,
Panic, despair, flee away.
Ye move through the ranks, recall
The stragglers, refresh the outworn.

Praise, reinspire the brave !
Order, courage, return.
Eyes rekindling, and prayers,
Follow your steps as ye go.
Ye fill up the gaps in our files,
Strengthen the wavering line,
Stablish, continue our march,
On, to the bound of the waste,
On, to the City of God.

25. *The poet*

But who is he, with modest looks,
And clad in homely russet brown ?
He murmurs near the running brooks
A music sweeter than their own.

He is retired as noontide dew,
Or fountain in a noon-day grove ;
And you must love him, ere to you
He will seem worthy of your love.

The outward shows of sky and earth,
Of hill and valley, he has viewed ;
And impulses of deeper birth
Have come to him in solicitude.

In common things that round us lie
Some random truths he can impart,—
The harvest of a quiet eye
That broods and sleeps on his own heart.

26. *A feigned friend*

A feigned friend by proof I find
To be a greater foe
Than he that with a spiteful mind
Doth seek my overthrow ;
For of the one I can beware,
With craft the other breeds my care.

Such men are like the hidden rocks
Which in the seas do lie,
Against the which each ship that knocks
Is drownèd suddenly :
No greater fraud nor more unjust
Than false deceit hid under trust.

27. *Worth makes the man*

Honour and shame from no condition rise ;
Act well your part, there all the honour lies.
Fortune in men has some small diff'rence made,
One flaunts in rags, one flutters in brocade ;
The cobbler apron'd, the parson gown'd,
The friar hooded, and the monarch crown'd.
What differ more (you cry) than crown and cowl ?
I'll tell you, friend ! a wise man and a fool.
You'll find, if once the monarch acts the monk,
Or, cobbler-like, the parson will be drunk,
Worth makes the man, and want of it the fellow,
The rest is all but leather or prunella.

28. *A ruler of life*

Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power,
Yet not for power (power of herself
Would come uncalled for) but to live by law,
Acting the law we live by without fear ;
And, because right is right, to follow right
Were wisdom in the scorn of consequence.

29. *Be strong and fear not*

Yet do thy work ; it shall succeed
In thine or in another's day ;
And if denied the victor's meed,
Thou shalt not lack the toiler's pay.

Faith shares the future's promise ; **Love's**
Self-offering is a triumph won ;
And each good thought or action moves
The dark world nearer to the sun.

Then faint not, falter not, nor plead
Thy weakness ; truth itself is strong ;
The lion's strength, the eagle's speed,
Are not alone vouchsafed to wrong.

Thy nature which, through fire and flood,
To place or gain finds out its way,
Hath power to seek the highest good,
And duty's holiest call obey.

30. *High aims*

That low man seeks a little thing to do,
Sees it and does it :
This high man, with a great thing to pursue,
Dies ere he knows it.

That low man goes on adding one to one,
His hundred's soon hit :
This high man, aiming at a million,
Misses an unit.

CHAPTER XX

DIALOGUE-WRITING

I. DIALOGUES AND HOW TO WRITE THEM

Dialogue means conversation. A written composition in the form of a conversation is also called a dialogue.

Conversation is pleasing only if it is natural and flows without pauses or breaks. The same is true of an interesting dialogue.

Hints on dialogue-writing

1. Let your sentences be short and to the point.
2. A speaker may answer a question by another question. This is often the case in actual conversation, and is allowable in dialogues.
3. If the answer is given in words somewhat different from those of the questioner, the conversation will become more interesting.
4. Let the conversation be brisk and rapid. Interruption, and anticipating a question which one expects to be put, aid this effect.
5. Witty remarks, humour and play on words are usual in dialogues.
6. Too many interjections and exclamations are not advisable.
7. The words put in the mouth of a speaker should be suitable to his age, nature and intelligence.

NOTE.—Contracted forms common in speaking may very well be used in the written dialogue also.

In writing a dialogue on paper or in the exercise book, the name of the speaker should be clearly shown near the *left hand* margin. The speaker's name and his speech should be separated by a full stop and a space ; it is not necessary to put the speeches in inverted commas.

II. MODEL DIALOGUES : GROUP I

1. *Buying a cow*

- Purchaser.* I have been wanting to buy a cow for a long while, and here's my chance. That's a pretty animal. I like its dark brown colour.
- Seller.* Do you, sir ? Her mother was exactly her colour : we called her Tambakini.
- Purchaser.* What do you call this one, and how old is she ?
- Seller.* We call her Rushini. She is about three years old.
- Purchaser.* What breed is she ?
- Seller.* She belongs, sir, to the well-known Kathiawar breed.
- Purchaser.* Are the Kathiawar cows good milkers ?
- Seller.* None better, sir ; her mother used to yield ten seers a day.
- Purchaser.* That's splendid. And you say this one has never calved before.

- Seller.* Never, sir. She will calve in a few months, and then I am sure she will yield as much milk as her mother used to, if not more.
- Purchaser.* I hope she is not wild and excitable.
- Seller.* Not at all, sir. She is very tame and gentle.
- Purchaser.* How much will her upkeep cost?
- Seller.* Not more than ten rupees a month for fodder and oil-cake.
- Purchaser.* That's not so very much after all. Now tell me how much you want for her.
- Seller.* I won't part with her for anything under fifty rupees.
- Purchaser.* You will take nothing less?
- Seller.* No, sir.
- Purchaser.* Well, I'll take her. Here's the money. Good-morning.
- Seller.* Good-morning, sir. I find it very hard to part with Rushini, but it is some comfort to know I am leaving her in very good hands.

2. *A conversation between two boys about the approaching examination*

- Arvind.* Curse these examinations! How I wish I could avoid sitting for the examination on Monday next!
- Basant.* Why are you in such a temper about it? I suppose it's because you are not ready for it.
- Arvind.* Of course not. How could you expect me to be, with so many matches to play and pictures to see, not to speak of a lot of other fun which I have had for a whole month?
- Basant.* That explains why you are so hard on examinations. I don't mind examinations. I rather like them.
- Arvind.* You always did. You are such a clever fellow, and these examinations help you to win prizes and scholarships.
- Basant.* Let us avoid talking of ourselves. But tell me what it is that you have not got up for this examination. You are good in English and Mathematics.
- Arvind.* I could sit for the English paper without much preparation, and I may do well enough in Mathematics to pass, but my weak point is Sanskrit. I wish, too, there were no Histories.
- Basant.* I like History, especially the history of India. I hate Mathematics.

Arvind. Tastes differ. I somehow can't help feeling bitter against the rulers who did nothing else but fight one another, and left us the stories of their defeats and victories to cram.

Basant. But how is that going to help you to pass in History?

Arvind. You are quite right. It isn't. I must wake up and start getting up my History and Sanskrit.

3. *A conversation between a little girl ready to go to school and her mother*

Mother. When will you learn, my child, to be tidy?

Uma. Oh mother! you are at me again. I never seem to please you.

Mother. How can you, child, when you won't take the trouble to be neat and clean? Just come and have a look at yourself in the mirror. Don't you see you haven't wiped the soap off your face?

Uma. Oh dear! I really had no idea till this moment that I had any soap on my face. I am so sorry.

Mother. And look at your hair; it makes you look so wild. Haven't I told you, ever so often, to come to me, so that I could comb and plait your hair myself?

Uma. I didn't wish to trouble you, mother; you were so busy getting breakfast ready for father. I thought I would do up my hair by myself.

Mother. And aren't you ashamed of wearing that sari? It should have gone to the dhobi long ago.

Uma. I was in a hurry to go to school, mother, and our neighbour Sarla was waiting for me to get ready. I thought I would change it to-morrow.

Mother. Never put off till to-morrow what you can do to-day. And what will your teacher say when she sees your nails not pared and your sandals so dusty?

Uma. Mother! mother! I shall never be caught untidy again, I promise you.

4. *A conversation between a headmaster and a boy seeking admission to his school*

Boy. Good-morning, sir!

H.M. Good-morning. What can I do for you?

Boy. I wish to enter your school, sir.

H.M. Is that so? Very well, have you been to any school before?

Boy. Yes, sir. I was till last January attending the D.A.V. High School at Lahore.

H.M. Then why is it that you wish to change your school?

Boy. Because my father who works in the postal department has been transferred to Amritsar, sir.

H.M. In what class were you in the Lahore school?

Boy. In the fourth standard, sir.

H.M. Have you your leaving certificate with you?

Boy. No, sir.

H.M. I can't admit you here unless you bring a leaving certificate from the headmaster of the school you were last in.

Boy. I'll ask my father to write for it. Meanwhile I hope you will allow me to join your school, sir.

H.M. Are you sure you have paid all the fees of the school at Dharwar?

Boy. Quite sure, sir.

H.M. And I hope the school authorities had nothing against your conduct and behaviour.

Boy. Not that I know of, sir.

H.M. Did you pass the annual examination? Where is your report?

Boy. Here it is, sir. I passed, and stood third in my class.

H.M. Very well, I'll allow you to attend the fifth standard, but if your leaving certificate doesn't arrive within a week you will have to leave. Do you agree to this?

Boy. Yes, I do, sir. Thank you.

5. After a prize distribution

(A dialogue between two schoolboys)

Abdul. It was quite a good display, much better than I had expected it to be.

Rahman. We always have a fine display on Prize Distribution Day. For years now we have put on a short play, given away handsome prizes and listened to the Chairman's speech.

- Abdul.* Little good that's to fellows like me who get no prizes, and less still to the poor chaps who have to rejoin the same class.
- Rahman.* You are right. I remember quite well how, when I didn't get through the third standard, the jolly play they acted that year—that robber scene from Ali Baba—seemed no fun to me.
- Abdul.* But, tell me, why doesn't our school act English plays as some Calcutta schools do?
- Rahman.* Don't you remember what our English teacher said the other day? It is so difficult to make our boys get into the proper spirit of English life and feeling. Unless the actors can do that, it is no good staging an English play.
- Abdul.* Right. It would fall flat. The acting to-day was pretty good. But even better than that I liked the Chairman's speech.
- Rahman.* I didn't think there was anything very unusual in what he said.
- Abdul.* Not at all: but I loved to see him bobbing his bald head up and down as he spoke.

III. EXERCISES IN DIALOGUE-WRITING : GROUP I

1. Rabindra had three or four second-hand books to sell, and Binod wished to purchase them. Write the conversation between the two.

2. Shrimant tried to persuade Sumant to accompany him to a cinema show, but the latter had reasons for not doing so. Reproduce in writing the conversation between them.

3. A parrot in a cage invited a sparrow sitting on the window-sill to come into his cage, and share his happiness; the sparrow said that he was far happier than the parrot, and declined the invitation. Make up a conversation between the two.

4. A girl, newly admitted to a school, goes to a class-mate to inquire what books she should buy and who are to be her teachers, and about other matters concerning her school. Write the conversation between the two.

5. A school teacher and a blacksmith meet in a train. Each believes his own trade to be better than the other's. Write their conversation.

6. Two girls discuss whether the horse or the dog is the more faithful animal. Give their conversation.

7. Write a conversation between a father and his son who wishes to be allowed to go on a tour with his friends.

8. Compose a dialogue between two scouts returning from a hike.

9. Give a conversation between a person knocked down by a passing motor car and a girl guide rendering him first aid.

10. A girl is shown by her cousin a photograph of her class group. Write the conversation between them as they examine the photograph.

11. Write a conversation between two boys who meet unexpectedly in a railway train after long separation.

IV. MODEL DIALOGUES : GROUP II

1. *A conversation between two boys in a boarding school on the eve of their long (hot weather) holiday*

Atul. This time to-morrow I'll be far, far away from here, nearing Ajmer, and I shall be jolly glad, too.

Batu. And poor me will have to stick on here, but I know it won't be for long.

Atul. What a pity we can't travel together as far as Ahmadabad! When did you say your father would be here to pick you up?

Batu. On Thursday next, which means that I'll be here for another four long and weary days, while you will be enjoying yourself at your home.

Atul. How do you intend spending your holiday? I know what I'll do when I get home.

Batu. I've made no plans, but a week after I get home, all my people will be going to Mount Abu. They say there are temples there and other places worth a visit.

Atul. Lucky fellow to be able to go to Abu! How I wish my father could give me a chance to be there, if only for a couple of days, to see the Dilwara temples!

Batu. That's the name. My father says they are full of the most delicate carving.

- Atul.* And the mornings and evenings there, they say, are so delightful. That's why so many people spend the hot months on Mount Abu.
- Batu.* Well, you must come and spend some time with us at Abu. I shall ask my father to write to yours, to send you up to Abu for a week at least. Don't say no!
- Atul.* Thank you ever so much. I should most certainly enjoy it, particularly in your company.

2. *A conversation between two friends at a railway station : one of them has come to meet an old friend who is passing through Poona on his way to Madras*

(Time 9 p.m.)

- Jyoti.* Hallo! Is it you, Pratab? What's it that brings you here at this hour?
- Pratab.* Have you ever met Romesh, Lila's brother? He is a chum of mine. He is on his way from Bombay to Madras, and wishes me to meet him here at the station.
- Jyoti.* I have heard of him as quite a nice fellow and a good sportsman. I should like to meet him.
- Pratab.* But you don't mean to say you are going to stay here all the time till the Bombay Mail comes in? They say it is an hour late owing to some landslip on the ghats. It's dreadfully tedious having to wait and do nothing at a railway station.
- Jyoti.* I feel quite the other way. I can imagine no place more interesting than a railway station. It's always as busy as a hive. When I am doing nothing, I like to spend hours at a railway station watching the bustle and commotion.
- Pratab.* Really? I should have thought the station a dull place.
- Jyoti.* Dull! I find it more lively and stirring than most cinema films.
- Pratab.* I see what you mean. At a railway station you like to study men and their ways.
- Jyoti.* That's so, exactly.
- Pratab.* I wish I could do that, but I suppose I wasn't made that way—but there's the train coming! And here is Romesh,

looking out of the window. Come along, I'll introduce you to him.

3. *A conversation between two youths, comparing the hot weather of their respective homelands*

Hemant. How dreadful the weather is this morning! I suppose we are soon going to have rain.

Sarat. Really! It is perhaps a little moist and sticky, but I prefer it to what it was a fortnight ago.

Hemant. You mean it was very hot and dry then, and you don't like dry heat?

Sarat. Very hot isn't the word for it: it was as hot as hot could be, and the winds almost blistered me.

Hemant. You, of course, come from the coast, and that's why you can't stand our Amritsar heat.

Sarat. That's true; we have the sea close to us, and that's why our weather is moist. But you know the sea makes our climate ever so much cooler than yours. We never know what 110 degrees or more in the shade is, and we could never stand such a temperature.

Hemant. I admit that we have dreadfully hot days, but our nights are cool, and our mornings delightful. But I believe at your place all the twenty-four hours are more or less equally warm and moist.

Sarat. You are not far wrong. Our wet heat is certainly depressing. But we are used, as you here are too, to what I may call the glare and the heat of a furnace or an oven.

4. *A conversation between two girls discussing what they would like to be when they leave school*

Savitri. Just a week more, and our results will be out, and, if we pass, as I hope we shall, we shall have to decide what we are going to do next.

Arunika. There's not much to decide in my case. My father thinks I should take up teaching, and I suppose I shall have to join a teachers' training class.

Savitri. Do you think you will like teaching?

Arunika. It isn't so much a case of my likes or dislikes. I've to start earning as soon as I can. But I don't think I'll dislike teaching.

Savitri. I think I'd make such an awful teacher. I haven't the patience for it, nor am I particularly fond of children.

Arunika. Then, of course, you will never do for a teacher.

Savitri. To tell you the truth, I should simply love to do nothing. But my uncle, who is a lawyer in Ludhiana, has put the idea into my father's head that I should do nursing.

Arunika. But you say you are not fond of children and not very patient. Yet as a nurse you will have to do with ailing and peevish children and sick men and women.

Savitri. I don't suppose I'll like the work at the start, but perhaps in course of time I shall get to like it.

Arunika. Oh, to think of Savitri, so gay and full of spirits, moving about among the sick in a hospital! But I feel so sure your sweet temper and gentle ways will make all your patients love you.

Savitri. I should love to make them feel happy and comfortable. Something tells me that I shan't make a bad nurse.

Arunika. I shall envy you the noble and humane work you will be doing.

Savitri. We shall both be doing very useful work. Teaching is as noble and humane as nursing.

5. A dialogue between two students discussing the benefits of a debating society in their school

Rajpal. Ishwar, haven't you heard they are going to start a debating society in the school? What's a debating society?

Ishwar. Don't you know what it is? We can all speak and converse, but if any of us is called upon to speak before an audience, we get into a fix. In a debating society we get practice in speaking and learn how to address meetings.

Rajpal. Are we bound to join it?

Ishwar. I don't know. But it is useful to know the rules that have to be observed at a meeting, and to be trained to speak. It would do us good.

- Rajpal.* I agree. But who will teach us the rules of debate ?
- Ishwar.* Why, one of our teachers will take the chair at each meeting, and he will guide us in the rules and methods of discussion.
- Rajpal.* But it will be very awkward to speak when you have a hundred pairs of eyes fixed on you, and as many pairs of ears alert to catch every word you speak and find out where you have tripped.
- Ishwar.* It's exactly this sense of awkwardness that has to be got over. Platform-shyness is there in every one of us—we have to overcome it gradually.
- Rajpal.* I see. Then I shall be one of the first to join our debating society.

6. *Is there such a thing as luck ?*
(A conversation between two boys)

- Rustam.* I wonder if there's such a thing as luck !
- Ramlal.* I have never believed in it. But what makes you think of it ?
- Rustam.* You see, for some time now I have been wanting to buy a fountain-pen, but did not know where to get the money from. And what do you think has happened ? My uncle in Bombay has drawn a big prize in a lottery, and has sent fifty rupees for my younger brother and me. I know what I am going to do with my share of the money. Isn't that lucky ?
- Ramlal.* Your uncle drawing a big prize, I call that luck. I don't know what else to call it. But his sending a little pocket-money to you, that's not luck. He meant to show his affection for you. Who knows, he might have sent it to you even if he had not drawn the prize ?
- Rustam.* That may be so. But there's such a thing as luck in examinations. You know I failed in my examination, and Ahmad, who never worked as hard as I, passed, and passed well.
- Ramlal.* But why call that luck ? He might have worked much harder than you imagined ; or, what's more probable, he might be able to grasp things quicker.
- Rustam.* I think you are quite right there. Ahmad is ever so quick in picking things up. But doesn't it sometimes happen in

an examination that you have the good luck to get just those questions which you had got up?

Ramlal. I know most people call that luck, but it does not seem to occur to them that some students are very clever in picking out and studying up the important points, knowing quite well that examiners don't usually set questions on things that don't matter.

Rustam. That must be so. For, as you know, Visram and Narad are very clever at guessing questions.

Ramlal. Then you must admit that there is no such thing as luck.

Rustam. I do, and with regret. For in future there will be no 'luck' to blame when I get 'plucked' in my examinations!

7. A dialogue between Banerji and Mukerji, captains of two cricket teams, at the end of a match

Banerji. Congratulations, old fellow! That was a fine game.

Mukerji. You all played splendidly. It was quite an uphill game for us. Your fielding was excellent. In that matter, ~~our~~ chaps ought to take a lesson from you.

Banerji. Your boys played a very cool game.

Mukerji. Maybe, but the match was very exciting all the same. We finished nearly level in the first innings. In the second, your score of 150 was quite good and gave you a safe position.

Banerji. That's what I thought.

Mukerji. And just fancy, we were 10 for no wicket, and in less than half an hour after that we were 5 down for 20. A good deal of credit is due to Bose and Roy who stopped the rot. They had made 60 between them when Roy was smartly held in the slips.

Banerji. Feeling was very tense when your last man went in with 15 runs needed for a draw.

Mukerji. Yes, every ball was followed with great excitement and a sigh of relief went up when it was played by the batsman. And when we wanted just three runs to win, oh, how our hearts were thumping!

Banerji. We will have a return match next Saturday.

Mukerji. Most willingly. So long as everyone tries to do his best, it matters little who wins. It's the game, not the score, that counts.

V. EXERCISES IN DIALOGUE-WRITING : GROUP II

(DRAWN MAINLY FROM QUESTION PAPERS OF VARIOUS SCHOOLS AND UNIVERSITIES IN INDIA)

1. A candidate has applied for a free studentship, and has been asked to interview the Principal. Write in dialogue form the conversation between them.

2. Compose a dialogue between two students, discussing what merits should be taken into consideration for the award of the medal for exemplary conduct to a deserving student of your school.

3. Write a conversation between two class-mates, discussing who is more useful to the country, a soldier or a teacher.

4. Write a conversation between two friends discussing whether tap-water is better for a town than well-water.

5. Write a conversation between two friends discussing the merits of Indian and English games.

6. Some children, digging a hole, find a watch. They discuss what to do with it. Reproduce their discussion.

7. Write a conversation between a father and his son on the importance of the habit of observation.

8. Reproduce a conversation between a boy and his sister on the stars : what they are and what we may learn about them.

9. Reproduce a conversation between two boys discussing their future careers.

10. Reproduce a conversation between a doctor and his patient regarding diet, medicine, exercise, etc.

11. Reproduce a conversation between two friends, of whom one wishes to start business in a city while the other wants to remain in his village.

12. Reproduce a conversation between two students discussing whether educated persons living in a small village can do a great deal of good to the place.

13. Reproduce a conversation between two friends discussing whether aeroplanes are likely to prove a blessing or a curse to mankind.

14. Who is more useful to society—a doctor or a lawyer? Put your ideas in the form of a conversation between two students.

15. Write a conversation between two girls discussing the best way of using their leisure.

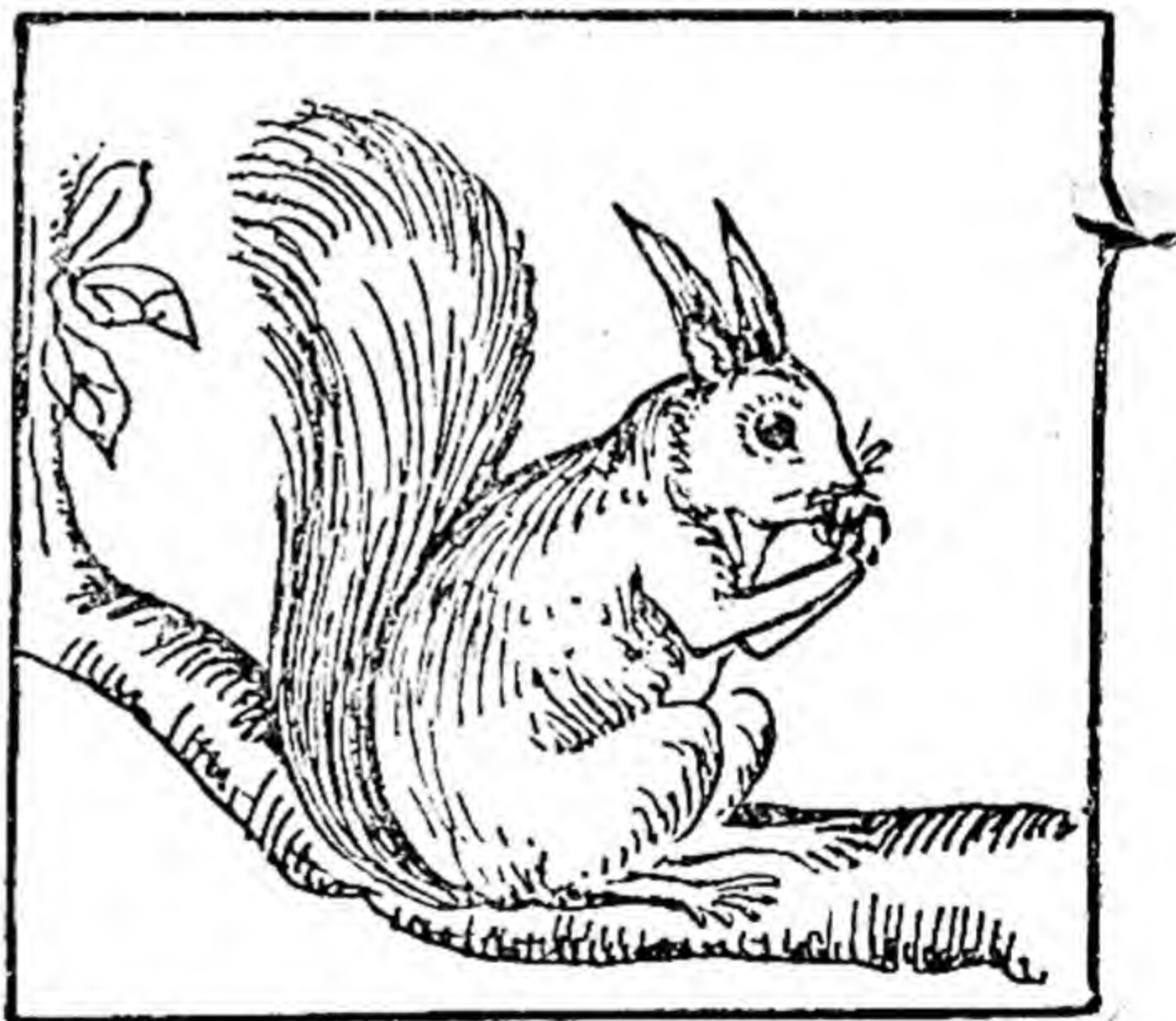
16. Write a conversation between a boy who wishes to join the S.S. *Dufferin* for sea-training and his mother who is unwilling to let him go to sea.

CHAPTER XXI

PARAGRAPH-WRITING

Read the following passage.

The squirrel belongs to the same family as the rat. The rat, however, loves dark holes and corners, while the squirrel spends most of its life in the open and in broad daylight. It gets food fresh from the fields and trees. The fruit-grower is no friend of the squirrel, for it loves to feed on his fruit. When it cannot get enough of this kind of food, it eats the young shoots of trees, and then, of course, gets into trouble with the farmer.



You notice in the above writing that there are a number of sentences; they all speak of one single subject or topic and they are arranged continuously.

A group of sentences dealing with the same topic and arranged continuously is a PARAGRAPH.

The first line (and the first line *only*) of a paragraph is 'indented', i.e. written a little farther to the right than the other lines.

HOW TO WRITE A PARAGRAPH

1. **Think out and fix upon the points on which you wish to write.** To do this, you may ask yourself such questions about the topic as you consider natural and important.¹ The answers to these questions will give you points to write about.

2. **Arrange the points in proper order.** When we talk about a matter, our sentences are expected to follow each other in some sensible order. In the same way, our written sentences should also be arranged in a natural and intelligible order.

3. **Write sentences saying what you know or think about each point.** Use only such words as you know the meaning of. The sentences should be short and varied in construction. Take care that every sentence is clear, i.e. such that its meaning can be understood as soon as it is read or heard.

4. **Revise your writing carefully.** Spelling, punctuation marks and capital letters should be examined. The usual rules of grammar and syntax should be borne in mind. Any mistake in these matters should be duly corrected. If possible, read aloud what you have written. This will very often enable you to find out if you have used any awkward expression or construction.

5. **Make a fair copy.** Always write the fair copy in ink. There should be a margin at the top and left side of the paper on which you write. Write a clear bold hand, with the words well spaced. Spaces between lines should be even.

EXAMPLES AND EXERCISES

1. Write a paragraph about *The elephant*.

A little thinking suggests the following points about which one ought to be able to write :—

▶ Huge body—thick skin—used by Eastern kings in processions and battles—found in India, Burma—its trunk—employed to carry heavy loads—short tail—largest land animal—its tusks—also found in Africa—very intelligent and faithful—its bones and tusks useful.

¹ In the case of beginners, questions calculated to bring out all important points connected with the topic may be set by the teacher.

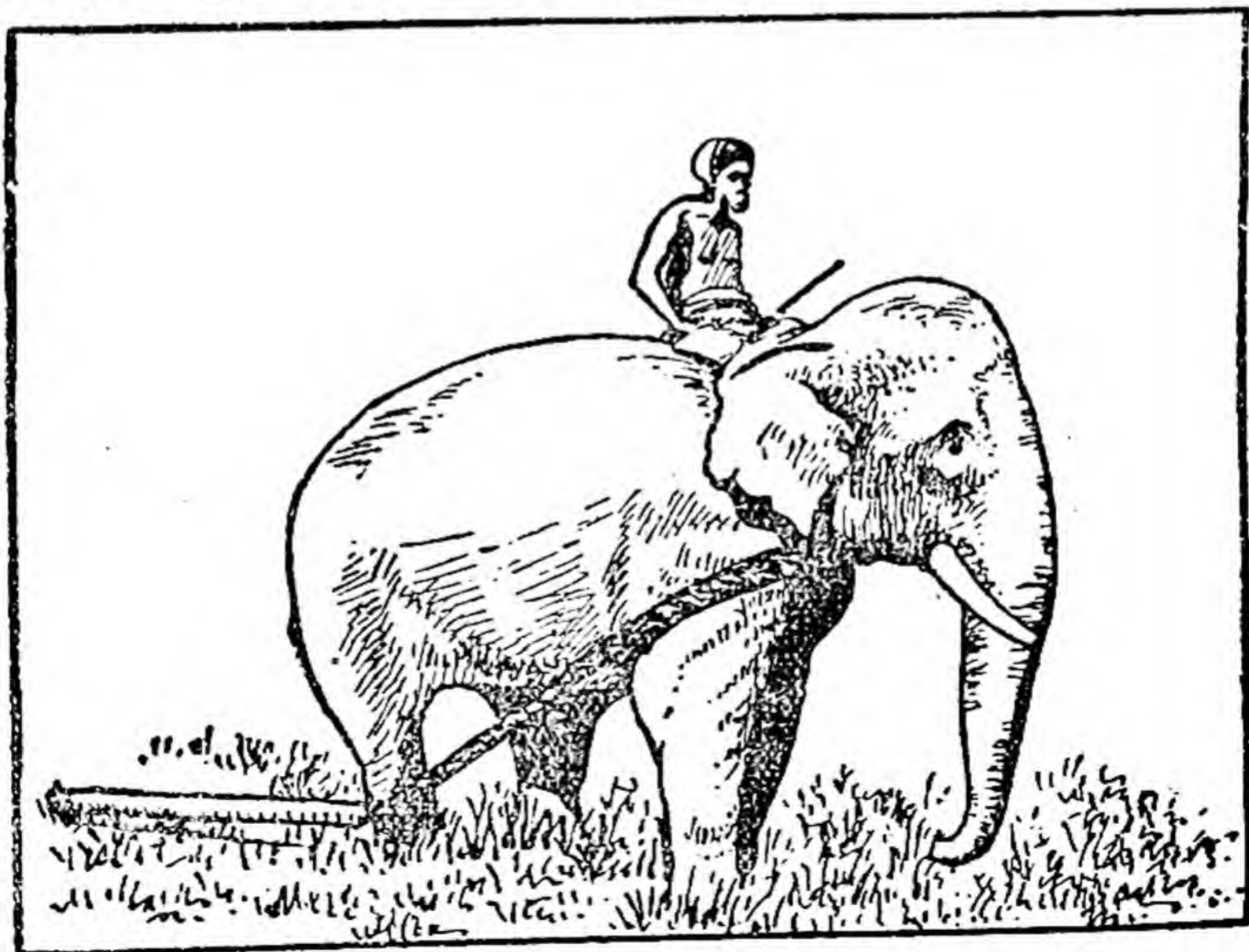
If we wrote sentences on the points in the above order, the paragraph would be clumsy and wanting in arrangement and would not make attractive reading. We can rearrange the same points as follows:—

Largest land animal—thick-skinned—huge body—its trunk—short tail and tusks—found in India, Burma and Africa—used in battles and royal processions—employed to carry heavy loads—its bones and tusks useful—very intelligent and faithful.

Our writing, after it had been revised and copied fair, would then be as follows.—

The elephant

The elephant is our largest land animal, and belongs to the class of thick-skinned creatures. He is distinguished from other animals by his huge body, and his trunk which serves him both as a hand and a



nose. Some elephants have tusks. The tail of an elephant is very short in proportion to his body. Elephants are found in India, Burma and Africa. When trained, they are very serviceable to man. In olden times they were employed in battles. But now they are used chiefly in royal processions and for carrying heavy loads of stone or timber from one place to another. Even when dead, the elephant is valuable to man, for his bones and tusks are used in making various articles. Like the dog and the horse, the elephant is a very faithful and intelligent animal. Many stories are told of his faithfulness and intelligence.

2. Write a paragraph on *The horse*, using the following points :—

Appearance : strong, handsome body, arched neck with mane—various sizes and colours—harnessed to carriages, and used for riding and ploughing, also in wars and processions—eats hay and gram—noble and faithful.



3. Write paragraphs on each of the animals named below, using the following points :—

Where found—size, colour, and distinctive parts of the body—different kinds—habits—food—how useful to man.

The camel

The buffalo

The lion

The donkey

The dog

The tiger

4. Write a paragraph on *The peacock*, using the following points :—

A beautiful bird—neck, crest, and feathers—how it displays its feathers—its dance—not a singing bird—utters shrill cries during thunder.

The peacock

The peacock is one of the most beautiful birds, and is very common in India. It has a long, graceful neck, a crest on its head, and a splendid array of feathers. Each feather has rich blue, green, and golden colours, and ends in a lovely eyelet. It is only the male bird that looks so attractive : the peahen has a much plainer appearance. Sometimes a peacock spreads out its lovely tail in the shape of a fan, and starts

a dance in a field or garden—a very pretty sight indeed. The peacock, however, is no song-bird. When there is a thunderstorm it shouts itself hoarse by screaming in a loud voice which sounds like the crackling of thick bamboos.

5. Write a paragraph on *The parrot*, using the following points:—

Appearance: body, colour, beak—found in warm countries and lives in trees—different kinds—prized as a cage-bird—imitates man's talk but does not understand its meaning—some parrots very affectionate and intelligent.

6. Write paragraphs on each of the birds named below, using the following points:—

Where found—size, colour, distinguishing parts of the body—different kinds—nests, food, habits—how it helps or harms us.

The crow

The cuckoo

The kite

The duck

The pigeon

The vulture

7. Write a paragraph on *The ant*, using the following points:—

Different kinds—live in colonies—intelligent division of labour—keen sense of smell—the harm and the service they do—very industrious.

The ant

Everybody knows the ant. There are different kinds of ants, of which those most known in this country are small, and white, red or black in colour. Ants generally live together in large numbers, either in holes or in ant-hills made by themselves. A colony of ants is like a well-ordered state. They know the benefits of division of labour, for they divide themselves into groups of workers—builders, hunters, soldiers and carriers. They are highly intelligent, and their sense of smell is remarkably keen. They sometimes provoke us when they bite or when they attack our food, especially sweets, but we must not forget that they serve as scavengers, for they clear away all decaying substances. The ant is as industrious as it is intelligent; that is why we say to the lazy among us, 'Go to the ant, thou sluggard, consider her ways, and be wise.'

8. Write a paragraph on *The spider*, using the following points:—

Its size—different varieties—six legs—eyes—its food: how it gets it—weaves a web—many insects caught in it—very intelligent, artful, and persevering.

9. Write a paragraph on each of the insects named below, using the following points :—

Appearance—the important parts of its body—different kinds—where it lives and what it feeds on—its habits—how it helps or harms us.

The fly

The bee

The mosquito

The beetle

The butterfly

The scorpion

10. Write a paragraph on *The coconut*, using the following points :—

Well-known Indian fruit—kernel well protected—the kernel, milk, shell, fibres, all useful.

The coco-nut

Like the plantain and the mango, the coco-nut is a well-known fruit of our country. The first two have soft skins which decay after the fruit is ripe, but the kernel of the coco-nut is preserved for months and even years within a hard shell covered with fibres and a thick outer rind. The kernel is a delicious food, and the milk stored within it makes a sweet and refreshing drink. The shells can be turned into cups, spoons, and other useful articles, while the fibre is made into ropes. Every bit of this nut is useful to man.

11. Write a paragraph on *The potato*, using the following points :—

Size, appearance, varieties—its skin—its qualities as a food—where grown—did it grow in England and India in ancient times?—from where was it brought?

12. Write paragraphs on each of the fruits named below, using the following points :—

The size, appearance, varieties—different parts—taste—where grown—cheap or expensive.

The plantain

The pomegranate

The orange

The jack-fruit

The pineapple

The date

13. Write a paragraph on *The banyan tree*, using the following points :—

Large Indian tree—where found—its trunk, leaves, figs—its branches send out rope-like shoots which grow into trunks—affords shelter.

The banyan tree

The banyan tree is well known and found everywhere in India. It is, as a rule, much larger than other trees. It has a thick trunk,



large, strong leaves, and it bears figs as big as betel nuts. It is also one of the most curious of trees, for its branches throw out shoots which, in due course, grow long enough to reach the ground where they take root. Sometimes the shoots grow so thick and large that they act as so many supports to the parent tree. The process repeats itself, so that a single tree may be surrounded by scores of stems covering a large area. The spreading branches of such a tree prove a blessing to man, bird, and beast for their cool shade and the shelter they provide from rain.

14. Write a paragraph on each of the trees named below, using the following points:—

The size and general appearance of the tree—where found—its principal parts: trunk, branches, leaves, fruit—which of its parts are useful, and how.

The palm
The mango
The babul

The tamarind
The neem
Any other tree you know

15. Write a paragraph on *Gold*, using the following points :—

Yellow, rustless metal—useful for ornaments and coins—in what state and where found—pure gold—why mixed with copper.

Gold

Gold is a precious metal. It has a bright yellow colour and it neither fades nor rusts ; therefore it is much in demand for making ornaments. Being scarcer than most other metals, it is used for coins also. It is found in mines and river-beds, mixed with sand or inferior metals. The ore has to be refined before we can get the pure metal. Pure gold of itself is soft and that is why a little copper is generally mixed with it to make it hard before it can be turned into coins or ornaments.

16. Write a paragraph on each of the minerals named below, using the following points :—

Appearance—colour—general properties—where found and in what condition—its uses.

Silver
Copper

Coal
Iron

17. Write a paragraph on *Silk*, using the following points :—

Produced by a worm from its own body—the cocoon boiled to kill the worm—silk clothes : smooth, fine, glossy, costly—artificial silk.

Silk

Silk is produced by a worm. The silk-worm is fed on the leaves of the mulberry tree. After eating its fill, it spins out of itself a very fine soft thread, and out of it makes a case or covering in which it encloses itself. This case is called a cocoon. The cocoon with the worm inside is put into boiling water, to kill the worm. The silk fibre is then reeled off from the cocoon and used for various fabrics. Silk clothes are very fine, smooth and glossy. They can be made to take very delicate colours. Being rarer and more prized than wool or cotton, silk is costly and beyond the means of the poor. Of late years, artificial silk

has been manufactured from certain vegetable sources, and the poorer classes can more easily afford to buy clothes made of this.

18. Make use of the points given below and write a paragraph on each of the following :—

How made or obtained—where made or obtained—various kinds—uses.

Wool
Cotton

Paper
Felt

19. Write a paragraph on *The sun*, using the points given below :—
Central body in the solar system—source of light and heat—supporter of life—worshipped as a god—what it does—planets revolve round the sun.

The sun

The sun is the largest and brightest member of the solar system. It is the central body round which the other members of the system revolve. The sun is our great and unfailing source of light and heat and, therefore, is the supporter of life. On account of its great power and brilliance, it is worshipped by many as a god. The light of the moon, the succession of day and night, the cycle of seasons, light and colours, warmth and life, all these are due to the sun. Our ancestors, in ancient times, believed that the sun travelled round the earth; but we know now that the sun is the centre round which the earth and the other planets revolve. It takes the earth one year to complete its revolution round the sun.

20. Write a paragraph on each of the following :—

The stars
The moon

A rainbow
An eclipse

21. Write a paragraph on *Winter* using the following points :—
The coldest season—not equally severe everywhere—protection against cold—health in winter—best season for physical exercise.

Winter

Winter is the coldest season of the year. It lasts from November to February. December and January are usually colder than the other winter months. Winter is not equally severe in all parts of the country. In Northern India, rivers and tanks are frozen when the cold is very

severe. The parts nearer the sea are warmer and ice is seldom seen there. People need to protect themselves from exposure to severe cold ; thick or warm clothes are best for this purpose. Sometimes severe cold is accompanied by frost. Frost is often bad for crops and also for health ; except for this, winter is a very healthy season. It is the time of the year when neither hard work nor physical exercise tires one.

22. Write a paragraph on each of the following :—

Summer

Spring

Moonlight

The rainy season

Sunrise

Harvest time

23. Write a paragraph on *The repairs necessary in our house*, using the points given below :—

Old building—the parts that are safe—the parts that require repairs—other changes proposed.

The repairs necessary in our house

Our house needs repairs. It was built by my great grandfather, and has stood through all these scores of years. My cousin Sitaram, an engineer, says that the foundations and the side walls are strong enough to stand for another century. The front wall, however, being open to the wind and rain is, he thinks, in a poor condition. Unless this part is rebuilt very soon, there is risk of its tumbling down. The staircase is in a bad way ; and some of the steps are worn out and creaky, and several of the banisters are missing. The partition between the two small rooms on the first floor is eaten away and had better be removed. The ceiling threatens to come down, while some of the rafters of the roof cannot be relied upon any longer. My father hopes to get the repairs done immediately ; what is more, he proposes to have the floor tiled, to have some of the walls colour-washed, others oil-painted and to have an additional window put in on the first floor.

24. Write a paragraph on each of the following :—

The repairs or alterations desirable in the school building

The drawing class

The laboratory

The reading-room

The water-room

25. Write a paragraph on *The bazaar of our town*, using the following points :—

Rows of shops—shops of the same kind together—their appearance—the bustle.

The bazaar of our town

Every day, on my way to and from school, I pass through the bazaar. The main road which passes through the bazaar is lined on either side with shops of every kind. Whether it is clothes, grain, shoes, vegetables, or drugs that you want, you are sure to find a shop in the bazaar where you can purchase them. Most of the shops dealing in the same articles are found together. This is a great convenience to customers. Many of the shops are mean and shabby in appearance; others have an attractive display of toys, haberdashery, hosiery, and various fancy goods. Some of the shops have large and painted sign-boards to attract the notice of the public. During the busy hours, buyers, onlookers, passers-by, noisy beggars and carts, carriages, and motor cars help to make a great din and bustle.

26. Write a paragraph on each of the following :—

A public fair

A public meeting

The tank in our town (or village)

How I know the rains are coming

The scene when school is over

The market in Diwali

The school compound as seen from the window

27. Write a paragraph on *How to make a kite*, using the following points :—

Simple and interesting process—buying the paper—cutting it into a square—pasting it to a light frame of split bamboo—a tail for it.

How to make a kite

I generally prefer to make my own kites. It is such a simple and interesting business and, besides, one enjoys kite-flying a great deal more when one makes one's own kites. I buy the thin coloured paper used in making kites from a Mohammedan dealer in the bazaar. An

anna's worth will make a dozen kites. I cut the paper into squares, these I paste on to a light frame made of split bamboo shaped like a triangle with an arc at the base. To the thin end I add a tail. The kite is then ready for flying.

28. Write paragraphs on the following :—

Making a doll

The way to play marbles

Making butter

How tea should be prepared

How I should prove that ice is lighter than water

How to polish shoes

Getting a book from the school (or the public) library

How I should set about starting a shop

How I should direct a stranger who asked me the way to the station

29. Write paragraphs on the following :—

The appearance of a well-known man I have seen

The photograph of a well-known man I have seen

A picture in the school

A statue I have seen

One of my class-mates. (Without giving his name describe him in such a way that he can be easily recognized. Take care not to say anything that might give offence.)

30. Write paragraphs on each of the following :—

The dress of an Englishman

The dress of a Parsi gentleman

The Boy Scout uniform

The Girl Guide uniform

A bullock-cart

An aeroplane

An alarm clock

A spinning wheel

The contents of my pocket

What information I gather from the title-page of a book

CHAPTER XXII

ESSAY-WRITING

I. WHAT IS AN ESSAY ?

An essay is an attempt at correct writing. When you write an essay, you are attempting to express your thoughts on a given subject in correct language.

An essay is sometimes called a **theme**, though it is more usual to give that name to a subject on which one speaks, writes or thinks.

In an essay, the writer may describe the size, appearance, growth or uses of any given object. His writing is then a **descriptive essay**.

Or, he may narrate a story, an event, or the life of a person ; then his writing is a **narrative essay**.

Or, he may express his ideas or reflections about the importance or advantage of some activity of social or religious importance like industry, charity, or friendship ; in that case his writing will be a **reflective essay**.

Sometimes a person may pretend or imagine himself to be in someone else's position and write accordingly ; his writing will then be an **imaginative essay**.

II. HOW TO WRITE AN ESSAY

1. **Think out and fix upon some points.**

To do this you will have to collect facts.

2. **Arrange the points in their proper order.**

Each point should be in its proper place. If necessary, number each point.

3. **Write a short paragraph on each point.**

Use the right word in the right place. Let your sentences be varied in construction. Avoid repetition and the use of words which you do not fully understand.

4. **Take special care to make the beginning interesting.**

'The first stroke is half the battle.'

5. As far as you can, write from your own knowledge, observation, reflection and imagination, and try to express your own ideas and feelings, and not those of others.

6. Let the conclusion, like the beginning, be interesting and natural.

7. Revise carefully.

While doing so, see particularly that the transition from one paragraph to another is easy and natural.

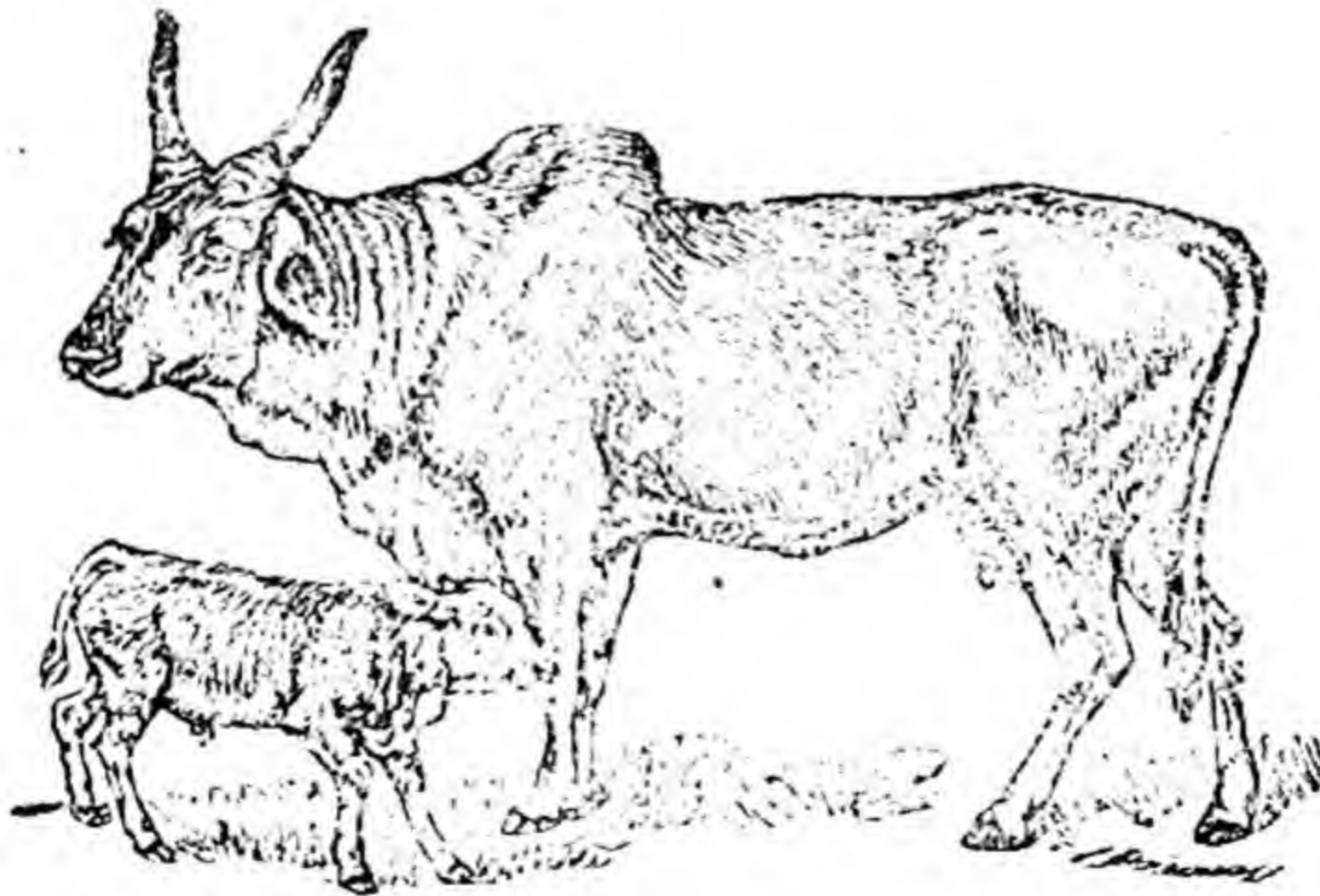
8. Make a fair copy.

Remember that the first line of every paragraph is indented, i.e. written a little further to the right than the other lines.

III. MODEL ESSAYS

1. *The cow*

- (i) A useful animal; feeds on grass and leaves; parts of its body.
- (ii) Different breeds of cows: the Indian and the European cow.
- (iii) How useful to us.
- (iv) Treated with kindness.



Of all four-footed animals, the cow is the most useful to man. It feeds on grass and leaves. Like the buffalo, it has a pair of horns, cloven hoofs, and a tufted tail; but it has a skin which is smoother, and a coat of hair which is softer, than those of this animal.

The cow is met with in almost all countries. In India there are different breeds of cows ; those of Gujarat and Kathiawar are large and yield much milk, while those of the Deccan and Bengal are low in stature and are not good milkers. The European cow yields several times more milk than the Indian cow ; this is because in Europe the cow is better fed and kept. Cows in Europe, however, are not so tame and mild as those in India, and boys and girls there cannot go near a cow as easily as they do in this country.

Milk, with which the cow supplies us, is one of the most wholesome foods, especially for infants and children. Who is there who has not eaten with relish curds, butter, ghee, and different sweetmeats all prepared from milk ?

It is on account of these and many other gifts which we receive from it, that in India the cow is addressed as *mata*, or mother.

From the earliest times, the cow has been treated everywhere with kindness and affection. It is better treated in India than other domestic animals. One would very much wish to see our people act towards all animals, especially those like the buffalo and the donkey which are helpful to man, with equal care and kindness.

2. The sparrow

- (i) Appearance and habits.
- (ii) Likes to live near man's dwelling.
- (iii) Not a clever nest-builder.
- (iv) Only the mother bird takes care of the young ones.
- (v) Why useful : feeds on insects and grubs which damage crops.

Wherever we go, we are sure to meet our friend the sparrow. It is a small, plain-coloured bird with a brown coat and very noisy habits, for it twitters all day long. As you must have noticed, it is also very quarrelsome ; when several sparrows are gathered together, they continually fight and peck at each other, all the while making a great clamour.

Sparrows like to live near houses or villages ; they are not found in forests far from human habitations. The reason for this is that near men they have not much to fear from their natural enemies, such as hawks and kites, which avoid inhabited places.

The sparrow is not a clever nest-builder like the weaver or the tailor-bird or even the swallow. It makes a tumbledown and clumsy nest from feathers, dry grass, and little pieces of rags. It builds it in a hole in the wall, up near the roof, and lays in it three or four speckled eggs.

When the eggs are hatched, you may find four callow-looking, tiny creatures with mouths always wide open, saying 'cheep, cheep' all day long. The mother sparrow finds it quite a task to find worms for these hungry mouths. The cock-sparrow is rather a lazy fellow; for while the mother bird is busy finding food for the young ones, he, as a rule, is content to lie perched on a rafter near the nest, and cheep.

Sparrows do a great deal of good to the farmer, for they feed on the insects and grubs which would damage his crops. It is a mistake to think that they do no service to man in return for the food and protection they get from him.

3. *The squirrel*

Everyone has seen a squirrel either climbing the trunk of a tree, or sitting on the ground on its hind-legs and holding in its fore-paws some nut or fruit at which it nibbles away. It has a fine grey striped coat and a bushy tail which it waves as it scampers over the ground.

The squirrel belongs to the same family as the rat. The rat, however, loves dark holes and corners, while the squirrel spends most of its life in the open and in broad daylight. It gets its food fresh from the fields and trees. The fruit grower is no friend of the squirrel, for it loves to feed on his fruit. When it cannot get enough of this kind of food it eats the young shoots of trees and, of course, gets into trouble with the farmer.

In the hollow of a tree-trunk or under the thatch of a roof, it builds a soft, warm nest of rags, grasses and dry fibres of trees. Inside the nest it places as many as three or four young ones. The squirrel is a very careful housekeeper, for it stores up nuts, grain, and such other things for use during the cold weather when it cannot sally out in search of food.

The squirrel is a very nimble little creature, and makes one feel happy to see it so full of life and activity. Up and down the tree it goes, sometimes jumping from one branch to another chasing its play-mates, and sometimes coming to a sudden stop in the midst of its

tronic to lick its coat of fur and its beautiful tail. Which child would not like to lead the nimble, sportive, open-air life which the squirrel enjoys?

4. *The mango*

- (i) Grows everywhere in India ; its different varieties.
- (ii) The mango season ; mango pickles and preserves.
- (iii) The cultivation and export of mangoes.

The mango, when of good quality, is one of the richest and best fruits of the world. The mango tree grows wild everywhere in India, but the fruit of the commonest variety is coarse, full of fibre, sour to the taste, and has a strong flavour of turpentine. The delicious fruit, which is scarcely excelled for its beautiful golden colour, fragrance and taste, grows on grafted trees. The fruit of the better kinds of the mango varies in size and shape, and goes by various names in different parts of India. Some are small in size but excellent in flavour, while others equally delicious weigh as much as two or more pounds. Some have an oblong appearance, while others are almost as round as the orange or apple. The fruit of the grafted tree has, as a rule, a very small stone and much less fibre than the coarser kind has.

Mangoes are most plentiful during the two months of April and May, though there are varieties that continue to be in season until much later in the year. It is delightful to watch the children of a village all gathered under the shade of a broad and spreading mango grove ready to scramble for the ripe fruit that gusts of wind bring down. Green mangoes also have their uses : various kinds of pickles and preserves are prepared from them.

Efforts are being made in different parts of the country to cultivate only the best varieties of the mango ; companies have been formed for suitably packing the fruit and exporting it to distant countries, especially in Europe, where it does not grow and where its better varieties are much appreciated.

5. *The bicycle*

Bicycles are very common nowadays, and they are met with not only in big cities, but also in the most insignificant villages. Many will therefore find it hard to believe that some forty years ago the

sight of a person mounted on a bicycle used to cause almost as much surprise and admiration as that of one flying in an aeroplane does to-day.

The bicycle is one of the most useful inventions of recent times. To understand how useful it is one need only realize how much easier and more comfortable it is to cover long distances within a very short time on a bicycle than on horseback, which was the quickest means of transportation before the invention of the bicycle. Though it costs less to keep a bicycle than a horse, yet it must be remembered that the horse does not require the good roads that are needed for bicycling.

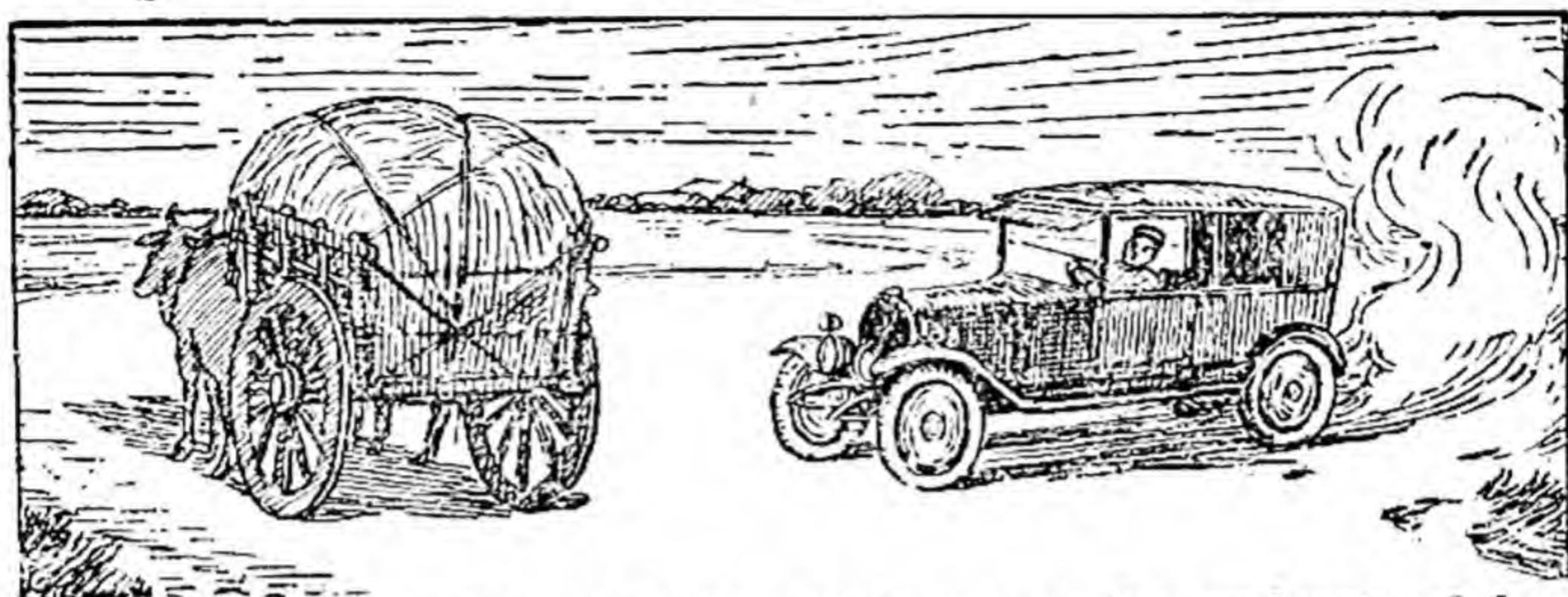
The bicycle of to-day is a great improvement on its predecessor of almost half a century ago. The early bicycle had one very large wheel, almost seven feet high, with a very small one hardly a couple of feet in diameter attached to it. Both wheels were fitted with solid rubber tyres, or what are known as cushion tyres. The rider sat on a saddle right above the large wheel, and he presented the appearance of one more to be pitied than envied. He was greatly exposed to the risk of tumbling down from his high perch, and when he moved along, the shaking he received from the jolting and rattling of the bicycle must have made riding most uncomfortable for him. The bicycle that we know to-day, with its two wheels of equal diameter, its comfortable saddle, its efficient brakes, its free-wheel gear and its pneumatic or air-filled tyres, makes riding on good roads a real pleasure.

It is because the bicycle is such a handy, inexpensive and comfortable means of transport that it is so widely used at the present time by the old and the young, the well-to-do and the poor. In most large cities there are bicycling clubs which arrange tours for their members. Such excursions provide healthy exercise, useful diversion, and opportunities for a first-hand acquaintance with the countryside and with the manners, customs and, in a word, the life of quite a large section of our fellow men.

6. *The motor car*

- (i) Has become common everywhere in a short time.
- (ii) Its speed.
- (iii) The service that it renders.
- (iv) The benefits it can bring.

Twenty-five or thirty years ago when the motor car was first introduced into our country, most people used to look with wonder at



this strange conveyance. They could not easily understand how it was possible for a car to move of itself without being pulled by horses or oxen. To-day, however, the motor car is no longer regarded with amazement, for even in the most backward and out-of-the-way villages we hear the tooting of its horn and the whirr of its engine. In big cities like Bombay, Delhi, or Calcutta, the quickness with which the cars whizz past one in the streets is very alarming, especially to a newcomer from quiet villages.

The motor car can travel at great speed—forty or even fifty miles an hour—on an open road. Such speed could never be attained by horse-carriages. Horses, oxen and other animals of draught soon tire after they have been in harness for a few hours. The motor car can run on continuously if it has a supply of water and petrol.

With the help of the motor car it is now possible to go quickly from one place to another not connected by railway or steamer. Many a village situated miles away from a big railway station has now been brought into touch with it and with the busier life of the town it serves by the motor car or the motor bus. The connexion thus established between villages and cities is helping the spread of education among the masses in the country.

Let us hope that the motor car which has, so to say, brought distant places nearer to one another, will also help to bring men of different countries and communities closer together, and help them to understand one another better and to co-operate.

7. *The sewing machine*

Not so very long ago, less than a hundred years from now, all sewing was done by hand, and almost always by women who were called seamstresses or sempstresses. To-day there are few well-to-do families that do not own a sewing machine.

This machine has made the stitching of clothes much easier and quicker than was possible by hand sewing. In former times, when a woman had to make clothes without the aid of a sewing machine, it very often happened that the long hours she sat stitching with the needle impaired her eyesight. There is no fear of this happening to-day, because by means of the sewing machine it is possible to turn out work many times faster than by hand labour alone.

As a result of this, clothes can be made or purchased much cheaper than before, and this is, of course, a great advantage to the poor.



There are different kinds of sewing machines, those worked by hand are called hand sewing machines and those worked by the feet are called treadle machines. In large establishments where hundreds of machines are employed in sewing clothes, they are driven by electric power.

A sewing machine is so indispensable to a large family nowadays that one cannot help wondering how people in former times could have done without it.

8. *Rivers*

- (i) How they start.
- (ii) Active during rains ; floods.
- (iii) Bring blessings in ordinary times, but cause great damage when in flood.
- (iv) The Hindus call a river ' mother '—reason.

In India there are many rivers, but only those like the Indus, the Ganges, the Narbada, and some others flow all the year round. These big and perennial rivers begin as tiny streams on some hillside. In

the hills and mountains the rainfall is very heavy, and the water of the rains runs down their sides in little streams. The little streams run together and form the broad river on which boats sail carrying cargo and passengers from one part of the country to another.

The greater number of rivers in India are dry for most of the year, and flow only during the rains. Then they help to carry away the water which comes rushing from the hills and the country around to the sea or some big lake. After a heavy downpour of rain, these rivers, which were just before dry and without a drop of water, present an awe-inspiring sight. Millions of gallons of water rush along their beds at great speed. Sometimes the rainfall is very great and a river overflows its banks. When this happens, the surrounding fields are flooded, the standing crops get damaged, and sometimes even the cottages of the poor peasants are destroyed.

The river in ordinary times is a blessing to the people. It provides the water which is so necessary for drinking, bathing, washing and growing crops. When, however, a river is in flood, it carries with it ruin and destruction.

In India it is a beautiful practice among the Hindus to speak of the river as *mata*, or mother. They address it by this name, at once respectful and endearing, because the river carries with its flowing waters plenty and prosperity to the people that dwell along its banks.

9. Mountains

We have all learnt in our geography books that a mountain is a portion of land that rises much higher than the country around. Many millions of years ago, the earth on which we live was a burning molten mass. Gradually it began to cool. In doing so, its surface began to shrink, and the mountains we have are the furrows or wrinkles made as the earth's surface was drying up. The rising and sinking of the earth's crust is going on even to-day, though so gradually that it is hardly noticeable.

In India we have the highest mountain range in the world, the Himalayas, so called because their highest peaks are covered with snow (*him*) all the year through.

People living among mountains, like the Afghans or Tibetans, are strong and full of life and activity, because their country's climate

is very cold and they have to be ever up and doing. As their land has few fertile fields, they have to work very hard to get their living. Mountaineers have to live more by hunting and on the produce of their flocks of sheep and goats than by the cultivation of their lands.

The forests on the mountainside are full of wild animals like tigers, bears and deer that do a great deal of damage to the cattle and crops of the people living there; but some of these forests also contain valuable timber trees which bring in a big revenue.

As one climbs up a mountain and ascends higher and higher, the scenery becomes more and more impressive and awe-inspiring. It is therefore not without reason that the Hindus, the Moslems and other peoples sometimes erected the temples of their religion on the summits of tall mountains.

10. *Salt*

(i) A common necessity.

(ii) How it is obtained.

(iii) Its uses : to season food, as manure, for 'curing' ; an Arabian custom.

Salt is an everyday article of food, and so common that we scarcely give it a thought; yet like many other common objects such as air and water, it is one of the necessities of life. We could hardly do without it.

Salt is obtained from the water of the sea, and also from salt springs or salt mines. People in India who live near the sea coast generally use sea salt; this is obtained by allowing the sea water to flow into shallow pans where it is allowed to remain. Tiny crystals are formed on the top of the standing water, and these are collected by means of a little rake and piled up into big heaps. The salt thus formed is next packed into bags and sent to the various markets. Where salt is obtained from mines, as is the case in the Punjab, the salt mines are worked exactly in the same manner as coal mines. The big rocks of salt are hollowed out, and huge pillars of the white mineral are left to support the galleries inside the pit.

Salt is used not only to season our food, but also as manure and for curing and preserving fish, skins and other things. As it has so

many uses, it is necessary that it should be cheap. In some countries, salt is very scarce, and he who is able to eat salt is regarded as a wealthy man. In Arabia it is the custom for a man who has tasted salt in the house of another never to revenge himself upon, or do harm to, the host or any member of his family. We all know how anyone who proves treacherous or disloyal to his master or friend is spoken of in India as *nimak haram*, or untrue to his salt.

11. *The carpenter*

- (i) Found in every village ; carries on an important trade.
- (ii) The tools he uses.
- (iii) Cabinet makers in big towns.
- (iv) Carpentry in schools.

The carpenter is to be found in every village. He occupies quite an important position there, because he carries on a trade which is so useful to his fellow men. For how can we do without a carpenter when we have to roof a house or fashion doors, to build carts, to make ploughs and other objects too numerous even to name ?

The carpenter employs a variety of tools in his work. He alone understands their several uses and can handle them much more ably than anyone who is not in the trade. He employs the hammer to drive nails, the adze and the saw for cutting, the chisel for shaping or carving, the plane for smoothing and the drill for boring holes.

There are, in large cities, besides carpenters who do the rougher kind of work involved in house building, others who make furniture and fittings. These latter are called joiners, or cabinet makers, and they earn wages higher even than those of many people employed in offices.

In some schools there are classes for teaching carpentry. It is rightly held that a boy should be taught to work with his hands and to use tools, for then he will be able to perform many useful kinds of work. He will also be able to employ his leisure very pleasantly and profitably in turning out articles such as book racks and picture frames. A great deal of harm is done when young people who go to school think very little of those who are engaged in the honest and manly trades in which it is necessary to work with one's hands.

12. *The doctor*

Generally it is not till we are ill that we make the acquaintance of the doctor. He is a member of what are called the learned professions, to which belong also the teacher and the lawyer. All of them have to spend a number of years at a school, college or university, studying their respective professions. Carpenters, smiths and other artisans acquire their skill by becoming apprentices and by gaining practical experience rather than by book knowledge. In India one has to study for several years in a medical school or college before one is allowed to practise as a qualified medical man.

Most people in India are too poor to avail themselves of the help of qualified practitioners. They cannot afford to pay their fees. In cases of serious illness, they often seek the aid of quacks and very often become worse for their treatment. To help such people, the Government has started free medical dispensaries in towns and villages where the poor receive skilled medical treatment free. The large majority of people prefer, however, to seek relief from *hakims*, *vaid*s and *kaviraj*s. They have been used to their systems of treatment from ancient times, while the western science of medicine has been introduced in India only since the coming of the British.

The business of the doctor is not merely to cure disease, but also to prevent the causes of illness. This is why doctors tell us that we need not fear malaria, typhoid or small-pox if we prevent mosquitoes from biting us, or if we drink boiled water, or get ourselves vaccinated.

Prevention is always better than cure.

13. *A library*

- (i) What it is ; school libraries and public libraries.
- (ii) Libraries on various plans.
- (iii) Libraries satisfy the growing taste for reading.
- (iv) Children's libraries.
- (v) A good thing to endow a library.

A library is, as every schoolboy knows, a room or building in which a well-arranged collection of books is kept for reading or reference. Nowadays, every school has its library. School libraries are small indeed, when compared with the well-equipped public libraries that are to be found in some of the bigger towns like Bombay or Calcutta.

There are libraries which allow their members to borrow books ; these are called lending libraries. There are others which do not lend books, but permit their use to members in the library premises. Some libraries are free and open to the public ; others charge a fee for the use and loan of books and periodicals.

Libraries are a great blessing, especially to the poor and the middle class people who cannot afford to buy all the books they would like to read. As members of a library paying a small subscription, they can get the profit of borrowing such books.

Fifty years ago, the number of people who could read books was comparatively very small in India, but this number is much larger to-day. The new taste for reading can be satisfied and the hunger for more knowledge relieved by libraries.

In some of the bigger towns there are special libraries for children. In these, just the kinds of books and games that interest young people are to be found. Such institutions are very helpful in creating a love for reading in children. An interest in books aroused at this age is sure to last all one's life.

If a man is wealthy and wishes to confer a benefit on his fellow men, he could not do better than set up and endow for them a library. Of all gifts, the gift of knowledge is the highest.

14. *The autobiography of a letter from the moment it was posted till it reached its destination*

A wonderful career has been mine from the time the little girl dropped me into the slot of the bright red letter-box at the corner near the Queen Mary's Girls' School in Delhi. At first I felt very miserable in the dark and narrow cell in which I was confined, though quite innocent. It was some comfort to find that there were many others also of my kind, all of different sizes and shapes. Now and again new members came in by twos and threes. Then all of a sudden, when we least expected it, a big, dark man wearing a khaki coat and a khaki turban with a streak of red in it opened the box and dragged us out. He huddled us into a big canvas bag, and carried us away we did not know where.

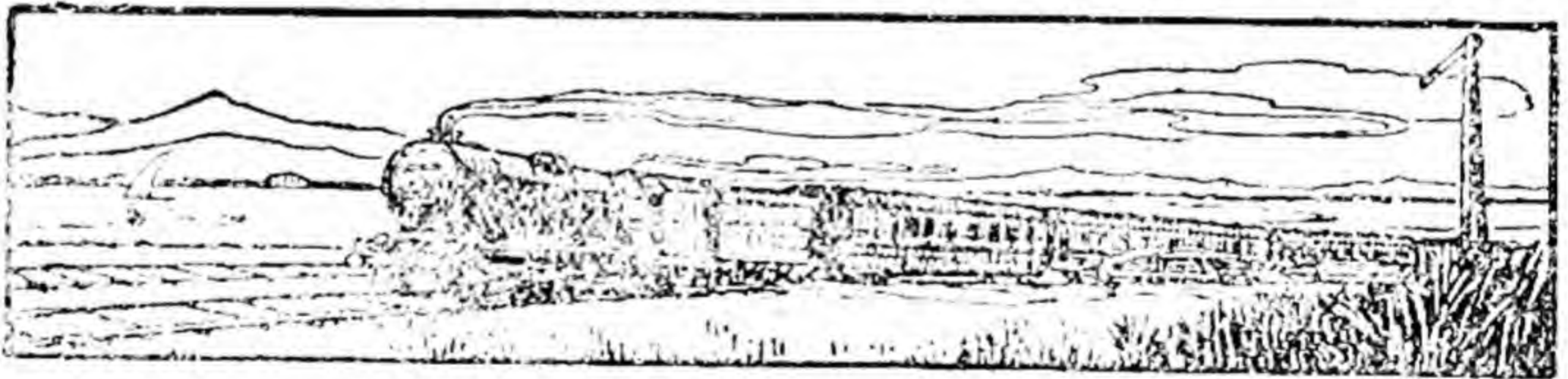
Happily, we were not long in this dingy sack ; to our great relief a grave-looking gentleman opened the bag and scattered us all pell-mell

on a big table. Then came men who, without caring to know how it hurt us, put a round black mark on the beautiful stamp that adorned our foreheads. We were then sorted and arranged in groups, and were once again carried in bags, like so many prisoners, to the railway station, where we were transferred to a carriage of the train waiting for us. Next morning the bag containing me was hurled out of the train and carried straight to the post office of this town. Here once again my companions and myself were mercilessly scattered about, and this time our faces were again covered with the black circular marks. A postman then took charge of me and went off at a quick pace from door to door, and I was never so happy as when you received me with such a smiling face.

What a career full of ups and downs has been mine! How you will now treat me—whether you will fling me into the waste paper basket or hug me to your bosom—is what I should now give anything to know. But you are kind and gentle—I see that from your eyes—aren't you?

15. *A railway engine tells the story of its life*

You see me here, so big and powerful, strong enough to draw loads which a thousand of you together cannot move. No doubt you would enjoy a ride in the train I draw, but you must be quick to run away



from my path when I bound along my track. But do you know anything about the trials of my early days or the joys of my life now?

There was a time when I was merely a heap of dark, dirty iron ore lying concealed in the earth. Big rough men dug me out and carried me to a big furnace into which they flung me. When I came out of it, I looked very different. I had been rolled into bars and plates, and I felt much more shapely than ever I had before.

I was next taken to a place with all kinds of tools and machines in it—they called it a workshop. The place was as busy as a bee-hive. Skilled men came and took me—bars and plates that I was—from one machine to another until I had taken on quite a new shape and size. Then another set of men provided me with a funnel through which I can breathe or rather snort out thick black smoke and sparks. They then mounted me on wheels, on which I can now run faster than the swiftest horse. Two men constantly look after me. One has to feed me with coal which is to me what food is to you, and the other looks after my general well-being and coaxes me to draw train-loads of goods and passengers.

Of course, I feel not a little proud as I rush along to my goal, throbbing with life and shrieking with delight, shaking my gleaming muscles of steel and making the plains 'resound with the beat of my fire-fed breast'.

16. *If I were a butterfly*

How I should love to be a butterfly! What beautiful coloured coats would then be mine instead of the dull-looking clothes I now have to wear! I would sail up and down the air, as light as a feather, with never a thought of lessons or school or detention, or the scolding that mother gives me every morning for getting up late.

It would be so jolly when I felt hungry to be flitting from flower to flower and sipping the honey from them. It would be such a happy change from the wheaten bread, rice and vegetable curries which we usually eat at home. Just think of it! I should not dine off metal or china plates, or drink from glass or copper or silver cups, but from the loveliest dishes and cups that Mother Nature herself makes.

When I was tired of wandering through beautiful fields and gardens with beds of vari-coloured flowers, or of flitting up and down the lofty trees in bloom, I should perch inside a lovely flower cup instead of lying on a hard plank bed as I do now: and then, O joy! I could sleep and dream, dream, dream of the never-ending happy days in store for me.

But, alas! I now remember too well what the teacher once explained to us. He said that butterflies have only a very brief existence: most of them live only for a few hours. Perhaps it is because they are so

short-lived that Providence has meant them to have a merry time and everything that is sweet and good during their brief existence. No ! No ! I do not wish for the honey and the gay life if it is to be for a few hours only. I am happy as I am. Let me have my cares, troubles and poor fare, and let the butterfly keep his honey and flowers for himself. I wish him joy of it.

17. *The speech of the oldest rat at a meeting of rats to decide that the cat should be belled*

My dear fellow rats ! You all know how difficult it has been for all of us to come together in this place to-night. You also know why we have all met here. It is difficult for us to get together, because the cause of all our troubles and miseries, the cat, is for ever on the look out for us. There can be no rest or peace of mind for us until we rid ourselves of her. Every time we peep out of our holes or nests, we find Pussy lying in wait for us. It is now almost a month since some of us had a chance of eating a crumb of bread or of tasting some milk or cream. For fear of being pounced upon, none of us has the courage to sally forth in search of food. Something has to be done to protect ourselves and our race from this monster of a cat ; but she is so big and powerful that we dare not think of fighting her.

If, therefore, you are all agreed, let us think of some other plan which will at least warn us of her near approach and give us time to make good our escape. My plan is that when Pussy is fast asleep and purring contentedly, one of our brave young rats—I know there are hundreds of brave young fellows among us—shall gently climb on her back and tie a bell round her neck. Then, whenever Pussy is about by night or day, the tinkling of the bell will warn us of her approach, so that we can scamper off to our holes and corners without fear of being pounced upon unawares. Let our young and brave rats come forward to perform this feat for the common good. Once they have performed this heroic feat, we shall all have peace of mind and security of life. I now call upon all those who are ready and willing to bell Miss Pussy to put up their forepaws.

What ! Not one !

18. *Keeping a promise*

- (i) What is a promise ?
- (ii) One should not make a promise lightly.
- (iii) What happens when promises are not fulfilled.
- (iv) Why must one keep a promise ?

It is so easy to make a promise, but often so difficult to keep it. How many times have we not heard one boy say to another, ' I promise you this on my word ', though he seldom gives a thought to the nature of the pledge he makes.

A promise is a very solemn undertaking, and ought never to be made lightly. Unless a person feels sure that he will be able to fulfil his pledge, he should never commit himself to any act or obligation.

Friends not seldom grow cold towards each other, or even become enemies, because in a thoughtless moment one of them has engaged to do something for the other which he has failed to carry out. It very often might happen that, if a person or a friend should fail to make good his promise, no loss or evil consequences would follow, but that would not excuse him from fulfilling his obligation. Sometimes a man may find it difficult to carry out an undertaking which appeared easy to perform when he undertook it. It is neither correct nor becoming that, because unexpected difficulties have arisen, he should hold himself free from discharging his obligation. The proper thing to do in such a case is to explain the difficulties to the friend and hope to be released from the promise.

It is a point of honour to carry out a promise and, therefore, greater honour is due to him who fulfils his word even at great sacrifice. On the other hand, a man who is known habitually not to keep his word is never trusted by his friends or fellow men. Such a man is soon found out and earns a bad name for being unreliable.

It is best to take time and to reflect long before one makes a promise, but once it is made one must make every endeavour to fulfil it.

19. *Punctuality*

- (i) Who is the punctual man ?
- (ii) The unpunctual man's difficulties. Really busy men are always punctual.

(iii) Unpunctuality is discourteous towards others.

(iv) Lack of punctuality is harmful to discipline and to work of every kind.

A punctual person is always in the habit of doing a thing at the proper time, and is never late in keeping an appointment.

The unpunctual man is a source of annoyance both to himself and to others. Such a one will never have his things in the proper place, nor do what he has to do at the proper time. He is always in a hurry and in the end loses both time and his good name. There is a proverb which says, 'Time flies never to be recalled.' This is very true. A lost thing may be found again, but lost time can never be regained. Time is more valuable than money or anything else, in fact time is life itself, and the unpunctual man is for ever wasting and mismanaging time which is his most valuable possession. The unpunctual man always complains that he finds no time to answer letters, or return calls, or keep appointments at the right moment or opportunity. But the men who have really a great deal to do are very careful of their time and seldom complain of want of time. They know that they could not get through the immense amount of their work unless they faithfully observed every appointment at the right moment and attended to every piece of work just when it had to be attended to.

Failure to be punctual in keeping one's appointments is a sign of disrespect towards others. If a person who is invited to a dinner arrives later than the appointed time, he keeps all the other guests who have come in time waiting for him. This is a great discourtesy both towards the host and the other guests.

Lack of punctuality, moreover, is very harmful to the proper discharge of duties, whether public or private. Imagine how harmful it would be to the work and discipline of a school if pupils or teachers failed to be at their proper places at the proper time. Imagine what a confusion it would create if all the trains in any railway service did not run according to the time-table. Or imagine how ruinous it would be if those who are entrusted with the work of banks, offices, and other public institutions failed to be at their proper places at the appointed time.

20. *A visit to a fair*

It was the day of the *Puja* festival. As the day advanced, an immense crowd was making its way to the maidan where the annual fair was held. I entered the crowd, and when I reached the maidan I was rewarded by the sight of a spectacle which I shall never forget—a vast assemblage of men, women and children in holiday dress spread over the extensive plain.

There were two long rows of booths with a broad passage between. In them was displayed a variety of toys, brassware, fruits and sweet-meats; in some of the stalls there were stages for conjurers, singers or acrobats. Between the two lines of these temporary shops passed a never-ending stream of men, women and children, all bent on enjoying themselves.

Go where you might, you heard the loud rapping on the big drum, the clanging of cymbals and the shrill music of reed instruments; add to this the sound proceeding from countless mouth organs, the rubber balloons and reed flutes on which the children practised; add also the hoarse cries of the different stall-keepers inviting customers to their shops or entertainments, and of hawkers trying to make themselves heard above the great din.

A large majority of the spectators had their faces, bodies and white cotton clothes daubed all over with vermilion. Many of them wore beautiful garlands of flowers. The women with their coloured saris and dazzling ornaments presented a feast of colour and gaiety. In one corner of the maidan was a vast crowd of boys and girls and, above the noise of their chatter, you could hear a shrill sound at regular intervals. It was the noise of the tumbling boxes as they went up and down with their freight of children. Near by was a merry-go-round; as it went round and round to the accompaniment of music from a hurdy-gurdy, one felt ever so happy to see the young children, some mounted on wooden horses, others on elephants, enjoying themselves heartily and feeling quite as important as if they were seated on real ones.

21. *A house on fire*

I was not long in bed when a bugle-call awoke me with a start. I recognized in it the signal that a fire had broken out in the town.

I had never witnessed a fire before, and it did not take me more than a few minutes to dress myself and be in the street trying to find out where it had started.

There were many like me who, roused by the bugle call, were hurrying towards the scene, and I joined them. We had not gone far when I saw, high above the roof of the surrounding houses, a huge glare. As we approached it, we discovered that the house on fire was right in the heart of the business quarter. There were shops on the ground floor and its two upper stories were occupied by tenants. An immense crowd had gathered to see this sad and terrible spectacle.

From the distance at which I stood I could clearly hear the crackling made by the burning furniture and the explosions of the stores in the shop. It was a provision shop. The fire engine had just then arrived, and the brave firemen in their dark uniforms and shining helmets were playing the hose on the flames and also on the upper stories and the adjoining houses to prevent the fire spreading to them.

The fire had started on the first floor and the tongues of flame were beginning to lick the ceiling of the storey above. On the topmost storey were a few tenants who had not been able to leave the house before the wooden staircase connecting the ground floor with the upper stories was burnt down. Their means of escape was cut off. They were all crowded near a window, and from the distance from which I saw them, and in the blaze and smoke, they looked like dark forms huddled together. We shuddered to think of the fate that might be theirs.

To the relief of every beholder of this dreadful spectacle, the firemen put up their tall ladders, and one of them climbed up to the window and helped the scared and horror-stricken inmates down one by one. The last of them had hardly landed on the ground when the ceiling came down with a crash. The tongues of flame now rose higher than ever and sparks flew all around. It was a terrible sight, but everyone heaved a sigh of relief that no human life had been lost.

22. *A scene on a railway station*

There are some who are under an impression that nothing could be duller than a railway station. They are surely mistaken, for one can scarcely think of a place as full of life, colour, feeling and, therefore, of

varying human interests, as a railway platform after the arrival of a train. The bell has announced the approach of an incoming train and you can see the coolies with their blue and khaki coats and red turbans, scampering on to the station to take their places along the whole length of the platform. The train steams in, slows down, and then comes to a standstill; and now a lively scene presents itself. Without the loss of a moment the coolies take charge of the luggage of the better class and well-to-do passengers, and begin to transport it to the cars and carriages waiting outside the station. The poorer passengers returning to their homes with their small savings after years of toil in some strange place, carry their possessions in bundles either slung on their backs or poised on their heads and, as they pass out of the station wicket on their way to their homes, a joyful brightness overspreads their looks—the joy that one naturally feels at the prospect of soon meeting those that are dear and near to one.

Very different is the appearance of those who are leaving their homes by that very train. Here is one with a care-worn face carrying a huge bundle on his head and a thick stick in his hand, walking with great strides to find accommodation in a third-class compartment. Following him with quick steps is his wife, holding an infant in her arms, whilst holding on to her skirt are two other children who find it difficult to keep pace with their mother. Who knows but this may be a family driven by want of work in their own home-town to seek a living in a far-off place! Let us hope that fortune will be kinder to them there.

⑥ The sellers of fruit, sweetstuffs and parched gram trundle their neat little push-carts and noisily hawk their wares and measure out the quantities they have sold to passengers. The watermen are no less busy in doling out in their little brass cups water to thirsty passengers. Amidst all this bustle, you suddenly hear the bell ring and, for a moment, there is a subdued hush, and passengers who have been airing themselves on the station platform run quickly towards their carriages. The shrill whistle of the guard is answered by a louder one from the engine, and instantly the train slowly puffs its way out of the station amidst much waving of hands and handkerchiefs, and other signs of affection and farewell. A few minutes more and, except for the few officials who have to carry on their usual duties, the station is deserted, and a stillness prevails where a little before was all noise and bustle.

23. *My first flight in an aeroplane from Kabul to Lahore*

It was a bright and cloudless morning when we drove up to the aerodrome at Kabul. All round us were green hills, and the sun was just beginning to break from above the peaks of the rugged mountains towards the east. Though it was very early, quite a crowd of people had gathered near the aerodrome. When my uncle and I came to the *Swift Arrow*—this was the name of the aeroplane—I must confess my heart began to thump a great deal more quickly than before. For a whole fortnight I had looked forward to accompanying my uncle in the Handley Page machine when he went on business from Kabul to Lahore. But now, when it was time for me to step into the aeroplane, my courage began to fail me. My uncle who, perhaps, noticed what was passing in my mind, came up to me, patted me on the back, and in the most confident manner asked me to get into the aeroplane and not to be nervous. I took courage and climbed up, and took my seat in a sort of cabin with windows looking out. A parachute—this is what the umbrella-like apparatus, which is useful in descending when the machine is in difficulties, is called—was strapped on to me. My uncle sat in the cane chair next to mine. There was a tremendous noise made by the engines, and before I knew what had happened, the aeroplane had taken off and I found myself a few hundred feet above ground. At first I felt somewhat dizzy looking below. This feeling did not last very long. After a while I felt almost as comfortable as when sitting in a railway train, except for the deafening noise of the engines. But what a difference between travelling by train and by aeroplane! I was now hundreds of feet above the clouds. We flew across one range of mountains after another. We saw the trees on the hillsides and they looked mere patches of green. Now and again I could make out clusters of tiny huts; these must have been villages. The rivers, as we flew over them, appeared like so many serpents with shining scales wriggling through the valleys and plains. I shall never forget the impression they made on me. After six hours' flying we were in sight of Lahore with its crowded streets and its big buildings. After hovering over the city for a few minutes we made a good landing—and did I not then heave a sigh of relief!

24. *The beginning of the rains or the monsoon in India*

In Europe there are four seasons—spring, summer, autumn and winter—but in India there are only three, the cold, the hot and the rainy seasons. The immense population of our country depends upon a successful rainy season for food, drink, clothing and general contentment.

Our country is mainly an agricultural country. If the rains fail, neither grain nor cotton will grow, and trade and industry must languish.

Before the rains come, the heat over the plains is intense. There is not a cloud in the sky and the glare is almost blinding. Dust storms obscure the landscape. Man and beast feel jaded. The water supplies become scantier. The countryside wears a parched appearance. Towards the end of June the eyes of everyone in the Punjab are turned towards the sky to watch the dark clouds sailing from the south-west. With what rejoicing the first showers are received, and how the smell of the earth after the first drops of rain brings hope and joy to everyone around! Man and beast feel once again fresh and strong and equal to the tasks before them. The birds that have bathed in the first showers now look trim and sing merrily; the frogs in the pool begin to croak with joy, and the grasshoppers and numberless other insects begin to chirp and, in their own way, celebrate the arrival of the long-awaited rains.

In a few days the whole country appears as though covered with a beautiful green carpet. The little rivulets begin once again to murmur and to flow. The village tanks begin to fill; and the cultivator, with a look of gladness, drives his team of bullocks, which have tasted the young grass, to the fields, to do his ploughing, and as he does so gives thanks to Him who has sent the precious gift of rain.

25. *The travelling sweetmeat-seller*

The sweetmeat-seller who travels from one place to another selling sweets is a familiar figure in every town. He is to be seen most commonly near schools and railway stations and at fairs. In a big tray divided into compartments are an appetizing variety of sweets—*halwa*, *barfi*, *jallebi*, *penda*, *revree*, roasted gram, parched rice, spicy *bhujia*. This tray he balances on his head while under his armpit he

carries a short cane stand. With these he goes from place to place and announces the names of the sweet things he offers for sale, sometimes in a shrill and at other times in a thick hoarse voice. When he finds a buyer, he rests the tray on the cane stand and measures foodstuffs from a pair of scales hanging by greasy and knotted strings.

The sweetmeat-seller wears a sort of skull-cap, originally white, which perspiration, dirt and grease have now changed into a shade of brown. He uses the shirt he wears also as a duster to wipe his hands. Among people who value personal cleanliness, his dirty clothes and his fat face dripping with sweat, are not a good advertisement for his wares.

The notion that flies are great enemies of health has never yet entered his mind ; he allows them to settle on his tray until, at some seasons, you can scarcely see the sweets there on account of the cloud of black dots that cover them. At evening, when his business is brisk, he lights his movable shop with a flaring smoky kerosene oil lamp which has never known a chimney.

Let us hope that the smell of the oil will not affect the appetizing sweets he spreads out ; for a couple of annas worth of these very often means a whole day's food to a railway passenger or some poor homeless stranger who has neither the pots nor the place wherein he can cook his meals.

26. *The dhobi*

That man with a spotlessly clean white shirt, a clean dhoti, a smart green turban, and a huge bundle of clothes on his back, is the dhobi. He is on his way to some household for which he does the washing. When he arrives there, he will lay down the bundle and immediately proceed to spread the various articles of clothing, all neatly folded, on a bedstead or on the ground over which he has first spread a sheet.

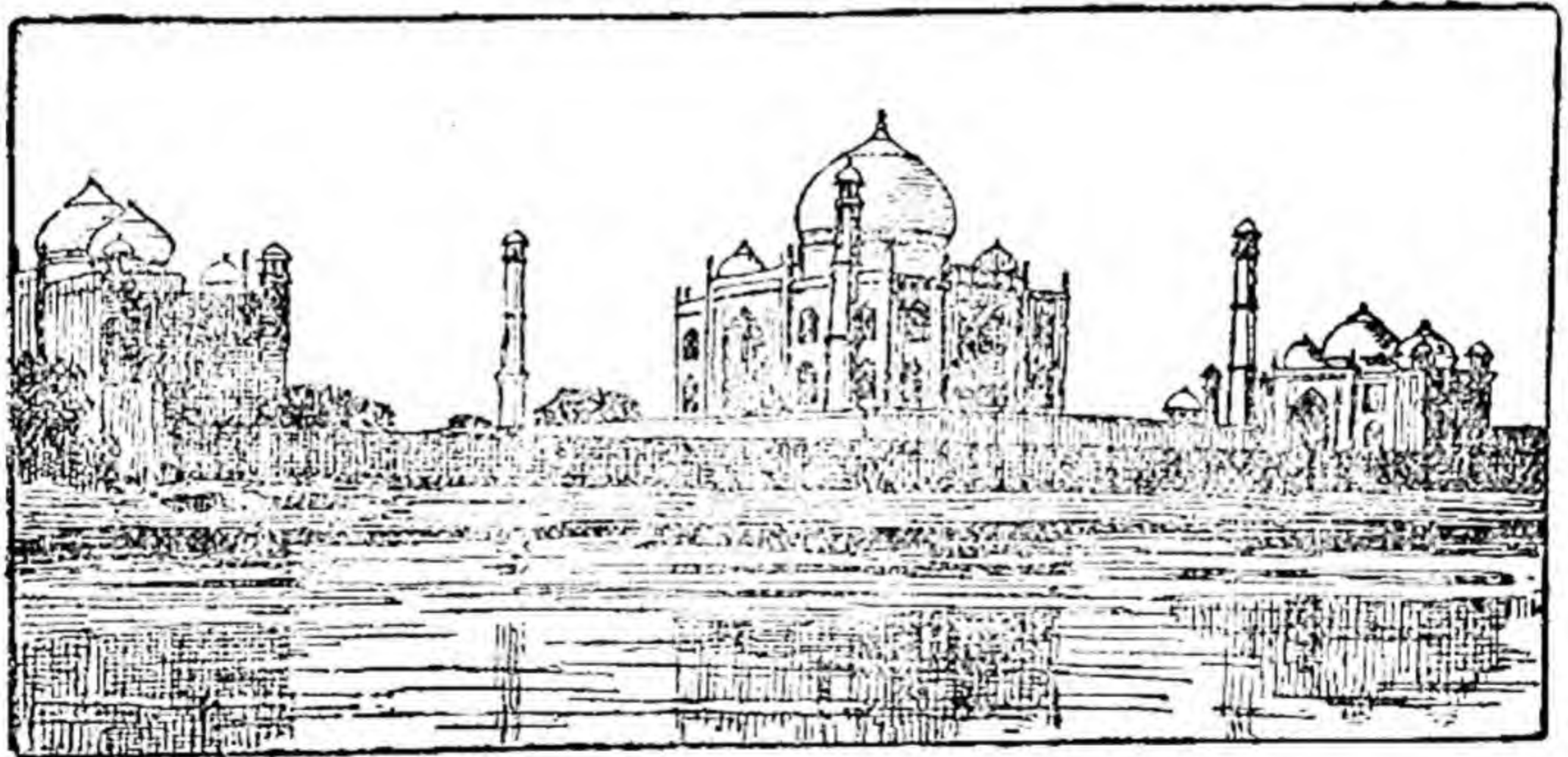
He proceeds to sort out the dirty linen and, after he has given the reckoning of it, he ties all the pieces into a high bundle.^{as} With one effort he heaves and swings it on his back and, holding in his hands the two ends of the *chudder* or sheet in which the clothes are wrapped, goes away to the washing *ghat*. When his business increases and his earnings grow, he no longer carries the washing on his own back, but lays his burden on a patient donkey. On its back the immense bundles

are placed, an equal number on either side, so that the load may be properly balanced. Sometimes in the centre of these big piles is seated the dhobi's little boy, looking very important.

The dhobi's life is not an easy one : the masters he has to work for are many, and his responsibility is great. His labour too is very hard, and water, which is so necessary for him in his work, becomes scanty in the hot season. But it must be consoling to him to think that every member of his family lends him a helping hand in his work. After he has washed the garments on a big stone slab he flings them to his wife who wrings them and passes them on to the children, who run about spreading them out on the clothes-line to dry.

27. *The Taj Mahal*

Most schoolchildren have heard of the Taj Mahal. Many have certainly seen its picture or a photograph, and some perhaps a marble model of this famous building, if they have themselves never been to



Agra and seen it. No building in India, perhaps in the whole world, has been so often drawn and photographed or more frequently described ; but with all this it is very difficult, if not almost impossible, to give a correct idea of it to those who have not seen it.

The Taj Mahal is a magnificent tomb erected by the Emperor Shah Jahan to the memory of his beloved queen, Mumtaz Begum. This tomb, or mausoleum as it is also called, stands on a raised platform of white and yellow marble which has at its four corners four tall minarets of the same material. It contains a large central hall in which the queen's tomb is enclosed within a carved marble screen of the most delicate tracery resembling fine lace such as only the fingers of angels could weave.

The real tomb is in a vault beneath, to which we descend by a flight of steps. Round this hall are a number of apartments and corridors with windows provided with marble fretwork of the most beautiful patterns. The pavement is in alternate squares of black and white marble. The walls, screens and tombs are covered with inscriptions from the Koran and ornaments of flowers and wreaths, all inlaid with beautiful precious stones of different colours. The top is crowned by a central dome of white marble which from a distance looks as though it were too big for the building but which, on nearer view, reveals how every part is in harmony with the whole building.

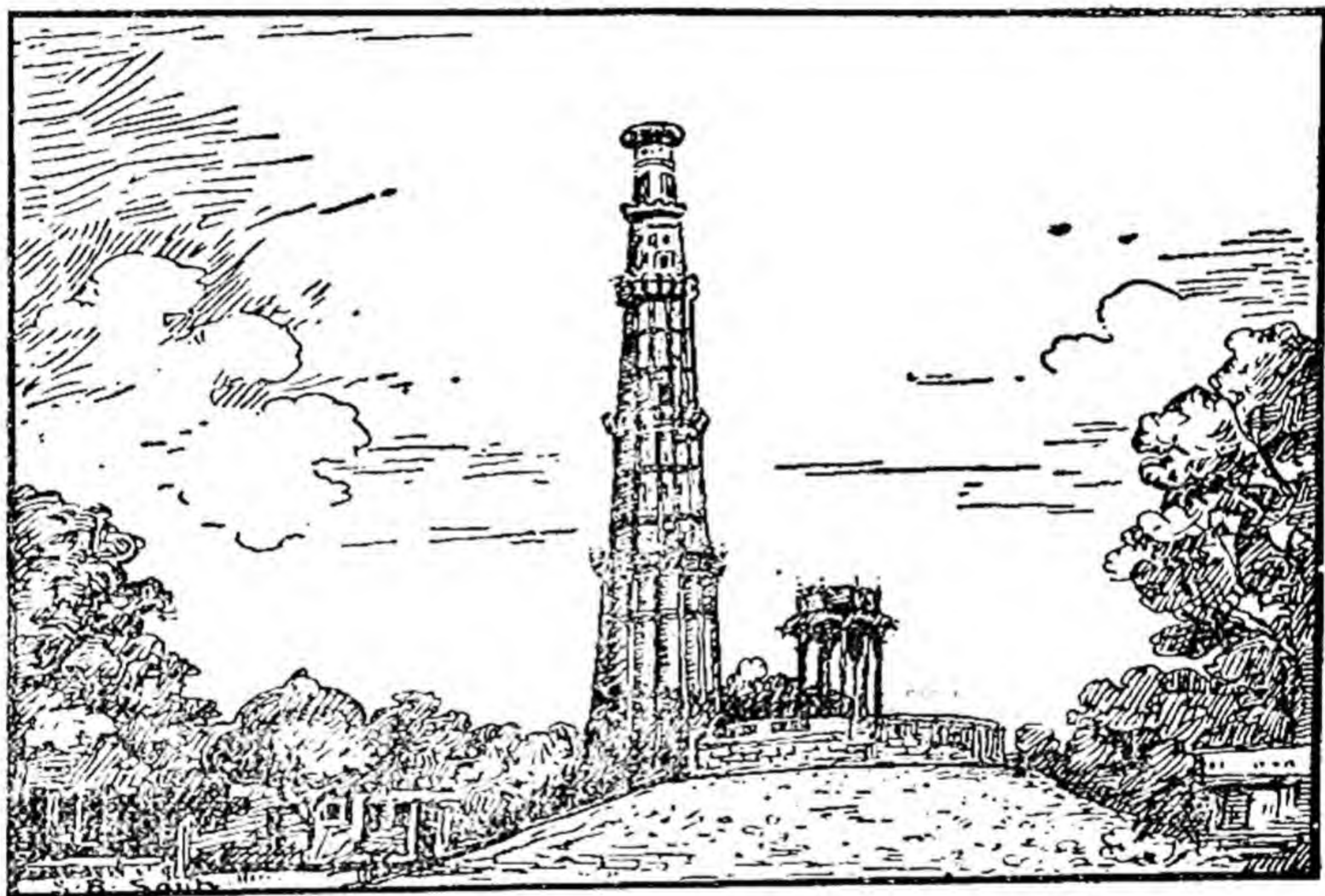
The mausoleum itself and all the buildings that belong to it are said to have cost over three crores of rupees, and to have taken 20,000 workmen twenty-two years to raise them. But the money and labour were surely well spent, for the Taj is one of the glories of our land which travellers from all parts of the world come to see and admire.

28. *The Kutb Minar*

About twelve miles away from Delhi towards the south-west stands the Kutb Minar, a tower like which, it is said, there is no other in India, nor in the whole world. It is among the towers of the earth what the Taj is among the tombs. The *minar* or tower was erected in the thirteenth century by one of the kings of the Slave Dynasty, and for nearly 600 years it has stood against wind, rain and storm, and is little the worse for all this. It takes its name not from the king who is said to have built it, but from a saint Khwajah Kutb-ud-din who lies buried near the tower.

It is said that the tower took forty-four years in building; it is 242 feet high and 106 feet in circumference at the base, and can be seen for miles around. It is circular in shape and is ornamented by

four balconies from which people can see the surrounding country from different heights. If one has only seen a picture of this very famous tower, one will at once notice that its different parts have different designs. In the first part which goes right up to the first balcony, the flutings, as they are called, are alternately semi-circular and angular; in the second they are all semi-circular, and in the third, all angular. From the third balcony to the top, the minaret is plain and



built principally of white marble. Around the first storey there are five horizontal belts with inscriptions from the Koran, all beautifully engraved. In the second storey there are four such belts and in the third there are three. You ascend the tower by a spiral staircase of 380 steps, and there are passages from this staircase to the balconies, and also little openings all along its length to admit light and air.

If one has the daring and curiosity to ascend to the summit of the tower one will be rewarded by a very extensive view of Delhi, old and

new, of the course of the Jumna for many miles, and of the ancient ruins of Tuglakabad, to the south-west.

A work so grand in conception, so beautiful in proportion, with ornament so simple and in such good taste, cannot but fill the mind of the beholder with feelings of wonder and delight.

29. *Guru Nanak*

Guru Nanak, the founder of the Sikh religion, was born in a village in the Punjab in the second half of the fifteenth century. He belonged to a respectable family. His father, like everyone else in his village, was a cultivator, but he also kept the village accounts.

Young Nanak was sent to school early, and even at that age gave proof of great intelligence and a religious turn of mind. His father was very anxious to draw him away from his spiritual thoughts, and set him to look after the cultivation of his fields. The young man had no inclination for this kind of work. He began to show more and more interest in religious matters. He was married—his wife's name was Sulakhani—but marriage did not divert him from his life of prayer and contemplation. For some time he was in the employ of the government. Out of the small salary he received he kept only a small portion for his own needs, the rest he gave away to the poor.

He was not happy until he gave up his job, distributed his goods among the poor, and lived as a fakir in the forest. At this time he composed those holy songs which are now preserved in the *Granth Sahib*, the sacred book of the Sikhs. Accompanied by his faithful disciple Mardana, the holy man went from one big city to another throughout almost the whole of India preaching his doctrine and making disciples everywhere.

Towards the close of his life he gave up the life of a fakir and settled down with his family at Kharatpur. A large number of followers gathered round him there. To them he preached his new religion and taught them to live righteously and peacefully and to love one another. He died in 1538. But his name lives to-day and will live for all time because he preached and also practised the lessons of brotherhood and the love of one's fellow men.

30. *Gopal Krishna Gokhale*

Gopal Krishna Gokhale, one of the finest examples, in modern times, of men who have devoted themselves selflessly to their country, was born at Kolhapur in 1866. His parents were poor, but understood the advantages of giving their son a good education. Young Gopal passed the matriculation examination at the very early age of fourteen. He was only eighteen when he passed the B.A. examination from the Elphinstone College, Bombay. This is a proof that he was endowed with great talents. His subsequent career shows that he made a conscientious use of them.

Soon after, he became a life member of the Deccan Education Society. Under the rules of the society he was to receive a salary of only Rs. 75 a month and to continue to work for the society for twenty years. Young Gokhale was only too glad to make this sacrifice in the cause of his countrymen's education. The now famous Fergusson College had then been recently started by the Education Society, and in it Gokhale taught English, Mathematics and History. He spent his vacation in collecting money for the college, which was then badly in need of funds. During many years when he lectured at the college, he enjoyed the friendship of another great Indian thinker and leader, Justice Ranade, who became his guide and philosopher.

When after twenty years of service at the college he retired from it, he was to receive a pension of Rs. 30 a month, and Gokhale made a vow to serve his country on very little beyond this pittance. In 1905 he founded the Servants of India Society which aims at promoting, in every way it can, the interests of the people of India. He did his best to give all people of this country the benefits of primary education, but unfortunately did not succeed. There was scarcely any public matter concerning the welfare of the people of India in which Gokhale did not play some part or regarding which he did not offer valuable advice.

In whatever he said or did, he was very careful to speak the truth, and he treated all those with whose views he did not agree, with great courtesy and respect. Throughout his life he showed himself to be a very fine example of what an Indian gentleman ought to be. When he passed away in 1915 at the early age of forty-nine, his death was mourned by the whole nation.

31. *Rabindranath Tagore*

Rabindranath Tagore, the world-famous Bengali poet, was born in Calcutta in 1861. He had the misfortune to lose his mother when quite a child. He tells us in one of his books that after his mother's death he found a friend and companion in the world around. He would watch the clouds floating in the sky, the flowers trembling in the breeze, and other objects in Nature, and find in them a source of beauty, joy, and peace of mind.



When he was about eighteen years old he wrote his first books of poems, in Bengali—*The Songs of Sunrise* and *The Songs of Sunset*. These reveal his strong love for Nature. At the age of twenty-three he was married and then sent by his father to look after the family estate. When engaged in this work, he composed several plays and poems, all of them, of course, in Bengali. About this time he composed the songs in the famous *Gitanjali* and the *Gardener*. These he subsequently translated into English, and through these translations he became known to the literary men in England, America, and the rest of the civilized world. These compositions were so much appreciated that Rabindranath Tagore was awarded the Nobel Prize, which is the highest distinction a literary man can secure.

Besides writing dozens of poems, plays and delightful short stories, he has founded a great school at Shantiniketan, where he himself and other distinguished men from all parts of the world teach the pupils. Rabindranath Tagore is not only a great poet, but also a great patriot. He loves his country dearly and believes that our people, by cultivating the ancient qualities of brotherly love and selflessness, will become great once again as they were in the past. That is what he teaches in his books and in his great school-hermitage at Shantiniketan.

IV. MODEL PASSAGES FROM GREAT WRITERS

1. *Rab*

I wish you could have seen him. There are no such dogs now. He belonged to a lost tribe. As I have said, he was brindled, and grey-like granite; his hair short, hard, and close, like a lion's; his body thickset, like a little bull—a sort of compressed Hercules of a dog.

He must have been of ninety pounds' weight at the least. He had a large blunt head; his muzzle black as night, his mouth blacker than any night, a tooth or two—being all he had—gleaming out of his jaws of darkness. His head was scarred with the records of old wounds, a sort of series of fields of battle all over it; one eye out, one ear cropped close; the remaining eye had the power of two; and above it, and in constant communication with it, was a tattered rag of an ear, which was for ever unfurling itself like an old flag; and then that bud of a tail, about one inch long, if it could in any sense be said to be long, being as broad as long—the mobility, the instantaneousness of that bud were funny and surprising, and its expressive twinklings and winkings, the intercommunications between the eye, the ear, and it, were of the oddest and swiftest.

Rab had the dignity and simplicity of great size; and having fought his way all along the road to absolute supremacy, he was as mighty in his own line as Julius Caesar or the Duke of Wellington, and had the gravity of all great fighters.

You must have observed the likeness of certain men to certain animals, and of certain dogs to men. Now, I never look at Rab without thinking of the great Baptist preacher, Andrew Fuller. The same large, heavy, menacing, combative, sombre, honest countenance, the same deep inevitable eye, the same look, as of thunder asleep, but ready,—neither a dog nor a man to be trifled with.

JOHN BROWN

2. *The wind*

The window rattled, the gate swung; a leaf rose, and the kitten chased it, 'whoo-oo'—the faintest sound in the keyhole. I looked up, and saw the feathers on a sparrow's breast ruffled for an instant.

It was quiet for some time ; after a while it came again with heavier purpose. The folded shutters shook ; the latch of the kitchen door rattled as if someone were lifting it and dropped it ; indefinite noises came from upstairs : there was a hand in the house moving everything. Another pause. The kitten was curled up on the window-ledge outside in the sunshine, just as the sleek cats curled up in the warmth at Thebes of old Egypt five or six thousand years ago ; the sparrow was happy at the rose tree ; a bee was happy on a broad dandelion disc. ' Soo-hoo ! '—a low whistle came through the chink ; a handful of rain was flung at the window ; a great shadow rushed up the valley and strode the house in an instant as you would get over a stile. I put down my book and buttoned my coat. Soo-hoo ! the wind was here and the cloud—soo-hoo ! drawing out longer and more plaintive in the thin mouthpiece of the chink. The cloud had no more rain in it, but it shut out the sun ; and all that afternoon and all that night the low plaint of the wind continued in sorrowful hopelessness, and little sounds ran about the floors and round the rooms.

Still soo-hoo all the next day and sunlessness, turning the mind through work and conversation, to pensive notes. At even, the edge of the cloud lifted over the forest hill westwards, and a yellow glow, the great beacon fire of the sun burned out, a conflagration at the verge of the world. In the night, awaking gently as one who is whispered to—listen ! Ah ! all the orchestra is at work—the key-hole, the chink and the chimney ; whoo-hooing in the key-hole, whistling shrill whew-w-w ! in the chink, moaning long and deep in the chimney. Over in the field the row of pines was sighing ; the wind lingered and clung to the close foliage, and each needle of the million million leaflets drew its tongue across the organ blast. A countless multitude of sighs made one continued distant undertone to the wild roar of the gale close at hand. Something seemed to be running with innumerable centipede feet over the mouth of the chimney, for the long deep moan, as I listened, resolved itself into a quick succession of touches, just as you might play with your finger-tips, fifty times a second tattooing on the hollow table. In the midst of the clangour the hearing settled down to the sighing of the pines, which drew the mind towards it, and soothed the senses to sleep.

Towards dawn, awake again—another change : the battering ram at work now against the walls. Swinging back, the solid thickness of

the wind came forward—crush ! as the iron-shod ram's head hanging from its chains rushed to the tower. Crush ! It sucked back again as if there had been a vacuum—a moment's silence, and crush ! Blow after blow—the floor heaved ; the walls were ready to come together—alternate sucking back and heavy billowy advance. Crush ! crush ! Blow after blow, heave and batter and hoist, as if it would tear the house up by the roots. Forty miles that battering-ram wind had travelled without so much as a bough to check it till it struck the house on the hill. Thud ! thud ! as if it were iron and not air. I looked from the window, and the bright morning star was shining—the sky was full of the wind and the star. As light came, the thud, thud sunk away, and nothing remained but the whoo-hoo-hoo of the keyhole and the moan of the chimney. These did not leave us ; for four days and nights the whoo-hoo-hoo-whooh never ceased a moment. Whoo-hoo ! whoo ! and this is the wind on the hill indoors.

RICHARD JEFFERIES

3. *The sky*

It is a strange thing how little in general people know about the sky. It is the part of creation in which Nature has done more for the sake of pleasing man, more, for the sole and evident purpose of talking to him and teaching him, than in any other of her works, and it is just the part in which we least attend to her. There are not many of her other works in which some more material or essential purpose than the mere pleasing of man is not answered by every part of their organization ; but every essential purpose of the sky might, so far as we know, be answered, if once in three days, or thereabouts, a great, ugly black rain-cloud were brought up over the blue, and everything well watered, and so all left blue again till next time, with perhaps a film of morning and evening mist for dew. And instead of this, there is not a moment of any day of our lives, when Nature is not producing scene after scene, picture after picture, glory after glory, and working still upon such exquisite and constant principles of the most perfect beauty, that it is quite certain it is all done for us, and intended for our perpetual pleasure.

The noblest scenes of the earth can be seen and known but by few ; it is not intended that man should always live in the midst of them ;

he injures them by his presence, he ceases to feel them if he be always with them : but the sky is for all ; it is fitted in all its functions for the perpetual comfort and exalting of the heart, for soothing it and purifying it from its dross and dust.

Sometimes gentle, sometimes capricious, sometimes awful, never the same for two moments together ; almost human in its passions, almost spiritual in its tenderness, almost divine in its infinity, its appeal to what is immortal in us is as distinct as its ministry of chastisement or of blessing to what is mortal is essential.

And yet we never attend to it. One says it has been wet, and another, it has been windy, and another, it has been warm. Who, among the whole chattering crowd, can tell me of the forms and the precipices of the chain of tall white mountains that girded the horizon at noon yesterday ? Who saw the narrow sunbeam that came out of the south, and smote upon their summits until they melted and mouldered away in a dust of blue rain ? Who saw the dance of the dead clouds when the sunlight left them last night, and the west wind blew before it like withered leaves ? All has passed, unregretted as unseen ; or if the apathy be ever shaken off, even for an instant, it is only by what is gross, or what is extraordinary ; and yet it is not in the broad and fierce manifestations of the elemental energies, not in the clash of the hail, nor drift of the whirlwind, that the highest characters of the sublime are developed. God is not in the earthquake, nor in the fire, but in the still small voice. They are but the blunt and low faculties of our nature which can only be addressed through lampblack and lightning.

JOHN RUSKIN

4. *The journey in the waggon*

What a soothing, luxurious, drowsy way of travelling, to lie inside that slowly moving mountain listening to the tinkling of the horses' bells, the occasional smacking of the carter's whip, the smooth rolling of the great broad wheels, the rattle of the harness, the cheery good-nights of passing travellers jogging past on little short-stepped horses—all made pleasantly indistinct by the thick awning, which seemed made for lazy listening under till one fell asleep ! The very going to sleep, still with an indistinct idea, as the head jogged to and fro upon

the pillow, of moving onward with no trouble or fatigue, and hearing all these songs like dreamy music, lulling to the senses—and the slow waking-up, and finding one's self staring out through the breezy curtain half-opened in the front, far up into the cold, bright sky with its countless stars, and downwards at the driver's lantern dancing on like its namesake, Jack of the swamps and marshes, and sideways at the dark, grim trees, and forward at the long, bare road rising up, up, up, until it stopped abruptly at a sharp, high ridge, as if there were no more road, and all beyond was sky—and the stopping at the inn to bait, and being helped out, and going into a room with fire and candles, and winking very much, and being agreeably reminded that the night was cold, and anxious for very comfort's sake to think it colder than it was! What a delicious journey was that journey in the waggon!

Then the going on again—so fresh at first, and shortly afterwards so sleepy. The waking from a sound nap as the mail came dashing past like a highway comet, with gleaming lamps and rattling hoofs, and visions of a guard behind, standing up to keep his feet warm, and of a gentleman in a fur cap opening his eyes and looking wild and stupefied—the stopping at the turnpike, where the man was gone to bed, and knocking at the door until he answered with a smothered shout from under the bed-clothes in the little room above where the faint light was burning, and presently came down, night-capped and shivering, to throw the gate wide open, and wish all waggons off the road except by day. The cold, sharp interval between night and morning—the distant streak of light widening and spreading, and turning from grey to white, and from white to yellow, and from yellow to burning red—the presence of day, with all its cheerfulness and life—men and horses at plough—birds in the trees and hedges, and boys in solitary fields, frightening them away with rattles. The coming to a town—people busy in the market; light carts and chaises round the tavern yard; tradesmen standing at their doors; men running horses up and down the street for sale; pigs plunging and grunting in the dirty distance, getting off with long strings at their legs, running into clean chemists' shops, and being dislodged with brooms by 'prentices; the night-coach changing horses—the passengers cheerless, cold, ugly and discontented, with three months' growth of hair in one night—the coachman fresh as from a band-box, and exquisitely beautiful by contrast, so much bustle, so many things in motion, such

a variety of incidents—when was there a journey with so many delights as that journey in a waggon?

CHARLES DICKENS

5. *Friendship among animals*

There is a wonderful spirit of sociality in the brute creation. Many horses, though quiet with company, will not stay one minute in a field by themselves: the strongest fences cannot restrain them. My neighbour's horse will not only not stay by himself abroad, but he will not bear to be left alone in a strange stable without discovering the utmost impatience, and endeavouring to break the rack and manger with his forefeet. He has been known to leap out of a stable window after company; and yet in other respects is remarkably quiet. Oxen and cows will not fatten by themselves; but will neglect the finest pasture that is not recommended by society. It would be needless to instance sheep, which constantly flock together.

But this propensity seems not to be confined to animals of the same species; for we know a doe, still alive, that was brought up from a little fawn with a dairy of cows; with them it goes afield, and with them it returns to the yard. The dogs of the house take no notice of this deer, being used to her; but if strange dogs come by, a chase ensues; while the master smiles to see his favourite securely leading her pursuers over hedge, or gate, or stile; till she returns to the cows, who, with fierce lowings and menacing horns, drive the assailants quite out of the pasture.

Even great disparity of kind and size does not always prevent social advances and mutual fellowship. For a very intelligent and observant person has assured me that, in the former part of his life, keeping but one horse, he happened also on a time to have but one solitary hen. These two incongruous animals spent much of their time together in a lonely orchard, where they saw no creature but each other. By degrees an apparent regard began to take place between these two sequestered individuals. The fowl would approach the quadruped with notes of complacency, rubbing herself gently against his legs while the horse would look down with satisfaction, and move with the greatest caution and circumspection, lest he should trample on his diminutive companion. Thus, by mutual good offices, each

seemed to console the vacant hours of the other : so that Milton, when he puts the following sentiment in the mouth of Adam, seems to be somewhat mistaken :

Much less can bird with beast, or fish with fowl
So well converse ; nor with the ox the ape.

GILBERT WHITE

6. *Good nature*

Good nature is more agreeable in conversation than wit, and gives a certain air to the countenance which is more amiable than beauty. It shows virtue in the fairest light, takes off in some measure from the deformity of vice, and makes even folly and impertinence supportable.

There is no society or conversation to be kept up in the world without good nature, or something which must bear its appearance and supply its place. For this reason, mankind have been forced to invent a kind of artificial humanity, which is what we express by the word good-breeding. For if we examine thoroughly the idea of what we call so, we shall find it to be nothing else but an imitation and mimicry of good nature, or in other terms, affability, complaisance, and easiness of temper reduced into an art.

These exterior shows and appearances of humanity render a man wonderfully popular and beloved, when they are founded upon a real good nature ; but without it are like hypocrisy in religion, or a bare form of holiness, which, when it is discovered, makes a man more detestable than professed impiety.

Good nature is generally born with us ; health, prosperity, and kind treatment from the world are great cherishers of it where they find it ; and nothing is capable of forcing it up, where it does not grow of itself. It is one of the blessings of a happy constitution, which education may improve, but does not produce.

JOSEPH ADDISON

7. *Cheerfulness*

Cheerfulness is, in the first place, the best promoter of health. Repinings and secret murmurs of heart give imperceptible strokes to those delicate fibres of which the vital parts are composed, and wear

out the machine insensibly ; not to mention those violent ferments which they stir up in the blood, and those irregular disturbed motions which they raise in the animal spirits. I scarce remember, in my own observation, to have met with many old men or such who (to use our English phrase) wear well, that had not at least a certain indolence in their humour, if not a more than ordinary gaiety and cheerfulness of heart. The truth of it is, health and cheerfulness mutually beget each other ; with this difference, that we seldom meet with a great degree of health which is not attended with a certain cheerfulness, but very often see cheerfulness where there is no great degree of health.

Cheerfulness bears the same friendly regard to the mind as to the body. It banishes all anxious care and discontent, soothes and composes the passions, and keeps the soul in a perpetual calm. But having already touched on this last consideration, I shall here take notice that the world in which we are placed, is filled with innumerable objects that are proper to raise and keep alive this happy temper of mind.

If we consider this world in its subserviency to man, one would think it was made for our use ; but if we consider it in its natural beauty and harmony, one would be apt to conclude it was made for our pleasure. The sun, which is as the great soul of the universe, and produces all the necessaries of life, has a particular influence in cheering the mind of man and making the heart glad.

Those several living creatures which are made for our service or sustenance, at the same time either fill the woods with their music, furnish us with game, or raise pleasing ideas in us by the delightfulness of their appearance. Fountains, lakes and rivers are as refreshing to the imagination as to the soil through which they pass.

JOSEPH ADDISON

8. *The qualities of a man of business*

The essential qualities of a man of business are of a moral nature : these are to be cultivated first. He must learn betimes to love truth. That same love of truth will be found a potent charm to bear him safely through the world's entanglements—I mean safely in the worldly sense. Besides, the love of truth not only makes a man act with more

simplicity, and therefore with less chance of error ; but it conduces to the highest intellectual development. The following passage in *The Statesman* gives the reason : ' The correspondences of wisdom and goodness are manifold ; and that they will accompany each other is to be inferred, not only because men's wisdom makes them good, but also because their goodness makes them wise. Questions of right and wrong are a perpetual exercise of the faculties of those who are solicitous as to the right or wrong of what they do and see ; and a deeper interest of the heart in these questions carries with it a deeper cultivation of the understanding than can be easily affected by any other excitement to intellectual activity.' What has just been said of the love of truth applies also to other moral qualities. Thus charity enlightens the understanding quite as much as it purifies the heart. And indeed knowledge is not more girt about with power than goodness is with wisdom.

The next thing in the training of one who is to become a man of business will be for him to form principles ; for without these, when thrown on the sea of action, he will be without rudder and compass. They are the best results of study. Whether it is history, or political economy or ethics, that he is studying, these principles are to be the reward of his labour. A principle resembles a law in the physical world ; though it can seldom have the same certainty, as the facts which it has to explain and embrace do not admit of being weighed and numbered with the same exactness as material things. The principles which our student adopts may be unsound, may be insufficient, but he must not neglect to form some ; and must only nourish a love of truth that will not allow him to hold to any, the moment that he finds them erroneous.

Much depends upon the temperament of a man of business. It should be hopeful, that it may bear him up against the faint-heartedness, the folly, the falsehood, and the numberless discouragements which even a prosperous man will have to endure. It should also be calm ; for else he may be driven wild by any great pressure of business, and lose his time, and his head, in rushing from one unfinished thing, to begin something else. Now this wished-for conjunction of the calm and the hopeful is very rare. It is, however, in every man's power to study well his own temperament, and to provide against the defects in it.

ARTHUR HELPS

9. *The character of a gentleman*

A gentleman is one who never inflicts pain. This description is both noble and, as far as it goes, accurate. He is mainly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and he concurs with their movements rather than takes the initiative himself. His benefits may be considered as parallel to what are called comforts or conveniences in arrangements of a personal nature: like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though Nature provides both means of rest and animal heat without them.

The true gentleman in like manner carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he associates; all clashing of opinion, or collision of feeling, all restraint, or suspicion, or gloom, or resentment; his great concern being to make everyone at their ease and at home. He has had his eyes on all his company; he is tender towards the bashful, gentle towards the distant, and merciful towards the absurd; he can recollect to whom he is speaking; he guards against unseasonable allusions, or topics which may irritate; he is seldom prominent in conversation, and never wearisome. He makes light of favours while he does them, and seems to be receiving when he is conferring. He never speaks of himself except when compelled, never defends himself by a mere retort, he has no ears for slander or gossip, is unwilling to impute motives to those who interfere with him, and interprets everything for the best. He is never mean or little in his disputes, never takes unfair advantage, never mistakes personalities or sharp sayings for arguments, or insinuates evil which he dare not say out.

From a far-seeing prudence, he observes the maxim of the ancient sage, that we should ever conduct ourselves towards our enemy as if he were one day to be our friend. He has too much good sense to be affronted at insults, he is too well employed to remember injuries, and too tolerant to bear malice.

He is patient, forbearing, and resigned, on philosophical principles; he submits to pain, because it is inevitable, to bereavement, because it is irreparable, and to death, because it is his destiny. If he engages in controversy of any kind, his disciplined intellect preserves him from the blundering discourtesy of better, perhaps, but less educated minds,

who, like blunt weapons, tear and hack instead of cutting clean, who mistake the point in argument, waste their strength on trifles, misconceive their adversary, and leave the question more involved than they find it.

He may be right or wrong in his opinion, but he is too clear-headed to be unjust ; he is as simple as he is forcible, and as brief as he is decisive. Nowhere shall he find greater candour, consideration, indulgence : he throws himself into the minds of his opponents, he accounts for their mistakes. He knows the weakness of human reason as well as its strength, its province and its limits.

JOHN HENRY NEWMAN

V. OUTLINES OF ESSAYS

1. *The lion*

(1) General description : a flesh-eating animal of the same class as the cat ; majestic and graceful in form, tawny in colour ; male has large head with shaggy mane ; size.

(2) Where found : in warm countries ; in Africa and in Kathiawar in India.

(3) Habits : roars loudly, making mountains and valleys echo ; a beast of prey, roams at night ; eats only animals killed by himself ; noble, strong, intelligent ; king of beasts.

(4) Can be trained ; kept in zoological gardens.



2. *Birds*

(1) Their special power of flying.

(2) Kinds of birds you know ; day birds and night birds ; birds of prey ; what do they feed on ?

- (3) Song birds ; the pleasure they give.
- (4) Birds with beautiful feathers.
- (5) Nests and eggs.
- (6) Many birds are useful to man.

3. *Cotton*

- (1) Description : a kind of vegetable wool picked from pods of the cotton plant ; some plants only two or three feet high, other ' trees ' even twenty or twenty-five feet high ; grows in warm climates.
- (2) Ripe pods burst open ; the cotton gathered and dried ; the seed separated by ginning machines.
- (3) How turned into cloth : carding, spinning, weaving ; different kinds of cloth made out of it ; where best cloth made.
- (4) Other uses : for making ropes, for filling bed mattresses ; for dressings in hospitals.

4. *The bamboo*

- (1) A kind of giant grass ; grows to a height sometimes of fifty or sixty feet, and diameter of over a foot ; tuft of blades at the top.
- (2) Where it grows : India, China, Indo-China, Japan, Africa, some parts of America.
- (3) Uses : (i) in buildings : poles and rafters, etc., mats for ceiling, etc. ; (ii) for utensils : cups, dishes, baskets, buckets ; (iii) for making mats, chairs, sofas ; (iv) for paper-making.

5. *Iron*

- (1) What it is and in what state found : dug out from the earth as ore mixed with clay or lime ; ore smelted in furnaces to separate it from other substances.
- (2) Various forms : (i) pure iron obtained by smelting is *cast iron* ; (ii) cast iron when beaten and rolled becomes *wrought iron* . (iii) this mixed with certain other substances is *steel*, which is very hard and flexible.
- (3) The most useful metal : tools, instruments, machinery, nails, chains, utensils made of iron.

6. *Coal*

(1) Got from mines or pits in most countries ; colour, form, appearance.

(2) How obtained from mines : ' shafts ' or holes sunk into the earth ; tunnels and galleries wide as streets made in the interior of the earth ; thousands of miners employed to dig and send up the coal ; dangers of coal-mining : roofs give way or coal-gas explodes, killing very many every year.

(3) Uses : an important fuel, necessary for factories and engines ; gas and tar made from coal ; household uses ; a blessing to people of cold countries.

(4) Some present-day substitutes for coal : petrol, kerosene oil, electricity.

7. *Paper*

(1) How made : from cotton, linen, certain grasses, wood ; these are formed into pulp which is spread over a wire cloth and drained : the layer formed below the wire cloth is dried, pressed and made smooth—this is paper.

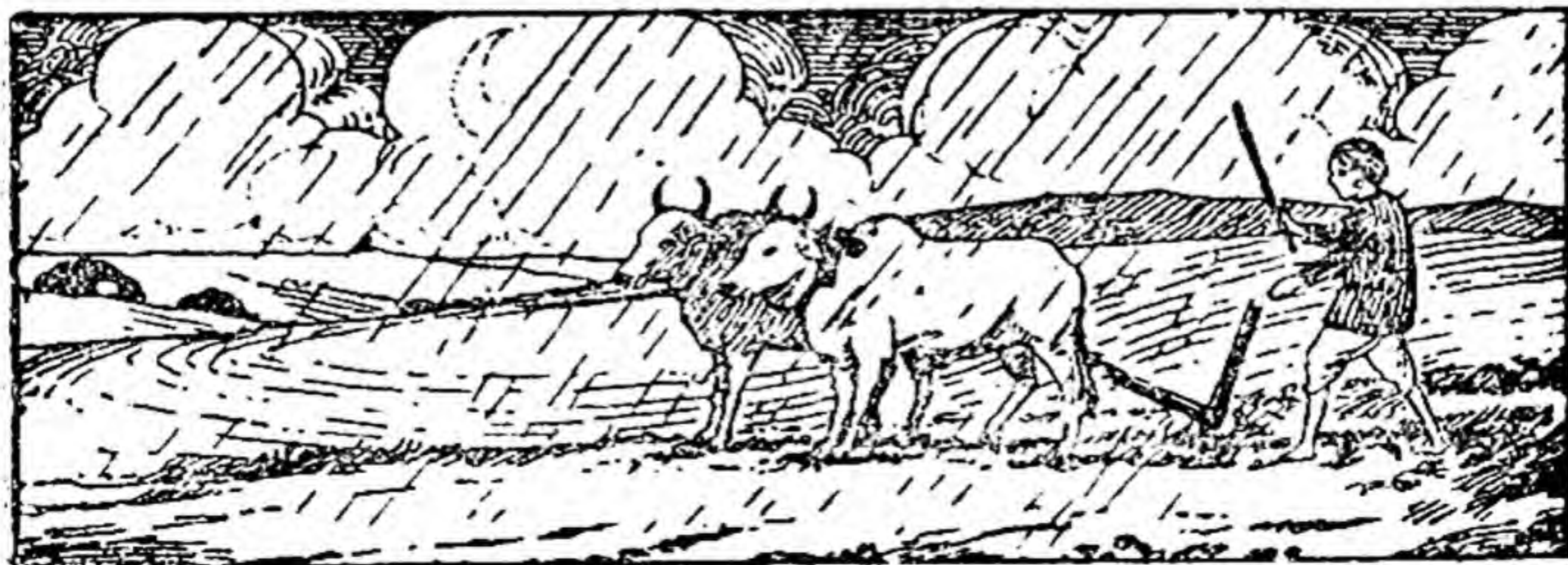
(2) Various kinds—stiff or flexible, thick or thin, white or coloured.

(3) Uses : for writing, printing, wrapping parcels, making cardboard boxes ; old paper often again turned into pulp to make household articles (such as trays, baskets, buckets).

(4) Helps the spread of knowledge and education.

8. *The plough*

(1) Description : shape, parts, construction—the ' share ', the most important part.



(2) Its importance : one of the oldest and most useful tools made by man.

(3) How driven : by horses, bullocks, buffaloes ; there are ploughs also driven by steam or electricity.

(4) How it works : cuts furrows in the soil, and turns out the soft earth hidden below the outer dry surface.

9. *The sea*

(1) Bounds all continents ; covers greater part of the earth's surface ; various depths ; rocks and mountains under the sea.

(2) Usual appearance of the sea : a vast expanse of water ; waves and tides.

(3) Storms.

(4) More animals live in the sea than on land ; ' the treasures of the deep '.

(5) The ocean highway : sailing boats and steamships.

(6) Sea-water is brackish—unfit for drinking but useful for salt manufacture ; joys of sea-bathing.

10. *The seasons*

(1) Which are they ?

(2) Men and the world around in winter.

(3) The influence of summer on human beings and external nature.

(4) Men, birds, beasts, and trees, in the rainy season.

(5) Which season you like best and why ? Conclusion.

11. *Newspapers*

(1) What they are ; daily newspapers and weekly newspapers.

(2) The contents of a newspaper : news (of what ?) ; pictures, commercial and scientific information ; special articles, short stories, the opinions of great men and editors on important happenings.

(3) Advantages : latest information about most things that happen in the world ; opinions of great men made known to the public ; spread of knowledge and information ; people encouraged to take an intelligent interest in the progress of the world ; all this secured at small cost.

(4) Disadvantages : bad newspapers misguide the public, encourage bad taste and inflame public opinion ; we should never be guided by such.

12. *The book (or story) I like best*

- (1) Which it is : its author or origin.
- (2) Its main outlines.
- (3) What influence it exerts.
- (4) Why I like it better than other books (or stories) I have read.

13. *Sports*

- (1) Well-known Indian games.
- (2) Well-known British games.
- (3) A comparison of the two : most British sports are costly, though better organized.
- (4) People in India are not as keen on sports as Europeans ; sports should be encouraged in schools.
- (5) The games played in my school.
- (6) The influence of sports ; encourage comradeship, discipline, courage, presence of mind, healthy competition, spirit of give and take ; sports form and strengthen healthy character.

14. *Health*

- (1) The meaning of the term ; health is the highest blessing.
- (2) How acquired and maintained : air, food, water, work, exercise, cleanliness, cheerfulness, regular habits. (Explain the importance of each.)
- (3) Neglect of health ; consequences ; an unhealthy person a burden and cause of trouble and anxiety to others.
- (4) Healthy habits should be formed in childhood and youth ; the blessings of good health in old age.

15. *Education*

- (1) What it is : training of mind, body, and character bringing out the hidden powers within us.
- (2) Childhood the best period to begin one's education (why ?), education should be continued throughout life.

(3) (i) Moral education, (ii) general or liberal education, (iii) technical or practical education.

(4) Home is the first school, mother the first teacher ; schools and colleges ; self-education by study and observation ; the school of experience.

(5) Its value to the individual and to society ; what the Government does for education and why.

16. *Hospitality*

(1) Meaning of the term.

(2) Hospitality an eastern virtue ; people in India consider it a duty.

(3) Its advantage to those travelling.

(4) People more hospitable in former times than now ; why ? quicker travelling, inns and hotels ; village folk even now more hospitable than townsfolk.

17. *Controlling one's tongue*

(1) Æsop's fable : the slave brought tongues only when his master sent him to buy the best thing, and, again, when he sent him to buy the worst thing ; the moral.

(2) Like an arrow or a bullet once let go, a word spoken cannot be recalled ; the harm or good it has the power to do ; an example.

(3) Quarrels and even wars arise from ungoverned tongues.

(4) The tongue may be compared to (i) a horse, very serviceable when bridled, or (ii) fire, a good servant but a bad master.

(5) Discipline of tongue and temper saves us from many regrets.

18. *Division of labour*

(1) What it means.

(2) Examples : clothes-making and pin-making.

(3) Benefits : each person learns one especial kind of work, therefore learns it well ; saving of time and labour ; less cost.

(4) Drawbacks : each person knows only one particular kind of work, therefore becomes indispensable ; others cannot do his work ; if he loses his job, he too is unfit for other kinds of work ; example of a mill labourer or a miner.

19. *Method in life*

(1) What it means ; plan or proper arrangement of work and firmly keeping to it.

(2) Benefits : how work in the class would suffer without a timetable ; saving of time and worry ; order is Nature's first law : an example.

(3) How a student can be methodical in his everyday life.

(4) The man of method succeeds in life (why ?) : examples.

20. *How I spent the last vacation*

(1) When did the vacation begin ? My feelings when the school broke up.

(2) The place or places I visited ; in whose company.

(3) How I spent each day, generally.

(4) Interesting incidents during my holidays.

(5) My feelings when I returned to school and began work again.

21. *An outbreak of fire I witnessed*

(1) When, where, and how it broke out ; description of the building where it started, and of the houses near by.

(2) How it was detected ; alarm raised ; the smoke and flames ; the wind ; crowds, and their behaviour.

(3) Arrival of the fire-engine ; efforts of the firemen and onlookers ; brave acts ; any lives lost ? How ?

(4) The fire controlled and put down.

(5) The scene at the end : houses damaged by fire ; the street ; the engines ; the firemen and other workers ; the sufferers.

22. *A railway journey I have made*

(1) The place I started from ; the place I was going to and why.

(2) Buying the ticket ; the scene at the station before and after the train arrived ; finding a seat ; the scene when the train started.

(3) The journey : the speed of the train ; the changing views ; the people in the carriage—the appearance of some—what they were

doing—your conversation with them ; scenes when the train halted at stations on the way.

(4) Arrival at the destination ; how I got away from the railway station, and where I went.

23. *My autobiography*

(1) Earliest memories ; habits, playmates, and playthings in infancy.

(2) My first day at school ; progress in studies ; companions and teachers in past years ; the period of school life which I liked best and why.

(3) The influence of parents, relatives, and books.

(4) Some interesting experiences I have had.

(5) My present activities, and plans for the future.

24. *Discipline*

(1) What it means.

(2) Childhood, the best period for sowing the seeds of discipline.

(3) Discipline at home, in the school, in the playground, in the army.

(4) Benefits of discipline : examples or illustrations.

(5) Discipline should not be pressed too far ; the likely evils of excessive discipline.

VI. ADDITIONAL SUBJECTS FOR ESSAY-WRITING

1. A thunderstorm
2. The *muharrum*
3. Life in an Indian village
4. Manual training
5. Early rising
6. A debating society
7. School magazines
8. A true gentleman

9. The evils of postponing
10. A dream I have had
11. Childhood
12. Exercise
13. Conversation
14. Gardens
15. Examinations
16. My favourite hobby

17. How I should like to be a squirrel !
18. The alarm clock recounts the story of its life.
19. If I were a sparrow !
20. Autobiography of a cricket ball that hates its life.
21. The frogs in a pond meet together to pray for a king ; write out the speech of the chief frog.
22. What I should like to be.
23. A friend of yours is going to England and you are made the chairman at a send-off meeting in his honour. Write out the speech you would deliver.
24. The address of the queen of the bees to her subjects on ' Industry and Economy '.

SECTION IV

LETTER-WRITING

CHAPTER XXIII

HOW TO WRITE A LETTER : FIRST STAGE

Everyone knows what a letter is. When we cannot meet a friend or relative, we often write a letter to him. The letter contains our message for the other person to read.

Five important points

1. The name of the place from which you are writing, and the date, must be mentioned at the top of the notepaper (on the right-hand side). This part of the letter is called the heading.

2. A letter to a member of one's family begins thus : My dear father, or My dear cousin, (according to the relationship). You begin a letter to a friend with the greeting : My dear friend, or, My dear Bhagwansingh, (using his name). A letter to one's teacher begins thus : Sir, . Remember that the greeting is always followed by a comma and that the first letter of the first word in the greeting is written with a capital letter.

3. Then comes the body of the letter. It contains the message. This should be arranged point after point in separate paragraphs. Place the first word of the message under the last word of the greeting and begin it with a capital letter.

4. The fourth part of a letter is called the close. A letter to a member of your family may close thus :—

Yours affectionately,
or Affectionately yours,

A letter to a friend :—

Yours sincerely,
or, Sincerely yours,

A letter to a teacher :—

I am,
Yours obediently,

Do not forget to put a comma after the close or complimentary ending.

5. The fifth part of a letter is the address.

How to address envelopes (or postcards)

Observe carefully the following examples :—

Rama Mohan Satyapal, Esq.

New Post Office Road

Nander

Miss Rajkumari Nehru, B.A.

Lotus House

Princess Street

Amritsar

(i) The name of the person to whom the letter is to be sent is placed first.

(ii) For the sake of courtesy, Esq. (Esquire) is used after a gentleman's name. Sometimes Mr. (Mister) is placed before the name, instead of Esq.

Miss is used before the names of unmarried ladies, and Mrs. (Mistress) before those of married ones.

Messrs. is put before the name of a firm or company, as : Messrs. Manohar & Son.

(iii) The name (with number, if any) of the building or that of the street, and the name of the town are placed below the name of the person, each in a new line.

Here are examples of such letters as you will some day have to write. Note how the various parts are arranged ; note also the use of punctuation marks and capital letters in writing the place and date, the greeting and the complimentary ending or close.

EXAMPLES

1. *From a boy to his father*

Tower Lane,
Pratap Street, Udaipur.
2 November 1930

My dear father,

I was so glad to receive your letter last Wednesday. I am sorry I could not send a reply at once. Our terminal examination was on and I was very busy. You know I am not very good in English. My teacher advises me to read English books from our library, and has given me the names of several which he recommends. I think, if I had an English dictionary, it would be of great help to me in reading these books. Will you please buy me one and send it to me ? I promise you I will make very good use of it.

Please tell my mother that I am quite happy here and am keeping very fit. She need not be anxious about me.

Yours affectionately,
Parmanand

2. From a boy to his teacher, informing him of his illness

Green Villa,
Station Road, Karachi.

4 July 1930

Sir,

I have been laid up with a chill and fever since yesterday evening. I shall not therefore be able to attend class to-day.

Will you please register my absence as due to illness?

I am,

Yours obediently,

P. U. Madno

3. To a friend, requesting the loan of a cricket bat

1259 Shanwar Peth,
Poona.

2 August 1930

My dear Vinaya,

Will you kindly lend me your cricket bat for two or three days? You know I have to play in the test match which begins to-morrow between our School XI and the Young Maratha XI. I find your bat much lighter than those we have in our school; that is why I should like to borrow it if you could spare it without inconvenience to yourself. I hope you will come to watch the match.

With kind regards,

Yours sincerely,

Rahman

4. From a girl to a friend, inviting her to dinner

New Parsi Lane,
Girgaum, Bombay.

15 June 1930

My dear Freni,

My mother and all of us here will be so delighted if you will come and dine with us on Saturday next at 8 p.m. You know my cousin Shirin? She is going to England very shortly for advanced studies.

She will be here and we are asking a few friends besides, all of whom you have met before. I expect we shall have a lot of fun after dinner. Do come. We won't take a ' NO ' from you.

Yours sincerely,

Dina

5. *Reply declining the invitation*

Gandhi House,

Chowpaty, Bombay.

15 June 1930

My dear Dina,

I thank your mother and you so very much for so kindly inviting me to dinner on Saturday evening.

I should have been very glad to accept your invitation and to meet Shirin and the other guests, but my mother and I are leaving for Poona on Saturday at noon. It was all fixed up before your invitation came and I am really very sorry I shall miss not only a good dinner but a lot of fun besides.

I wish you all a nice time. Please tell Shirin from me that I am sorry I shan't be able to see her before she leaves for England. Give her my love, and say how glad I shall be to hear of her success in England. Tell her she must write to us as often as she can find the time to do so.

Yours sincerely,

Frent

6. *To a brother, informing him of their grandfather's illness*

Maharaja Mansion,

Palace Road, Mysore.

11 August 1930

My dear brother,

I am sorry I could not write to you earlier. The reason is that for the last four or five days grandpa has been seriously ill. The trouble started on Friday last, with high fever and a severe headache. Dr. Nair was immediately called in, and he has been in attendance ever

since. He visits him twice every day and does his best for grandpa, but he is not quite satisfied with his condition. Since this morning the illness seems to have taken a turn for the worse, and his condition is causing everyone at home a lot of anxiety. I wish you would come here as soon as you can.

Yours affectionately,
Anandilal.

7. *To a sister, requesting her to receive a friend as her guest*

Lajpatrai Hostel,
Amritsar.

21 January 1930

My dear sister,

Your letter of the 18th has just reached me. I am indeed very glad to read all the good news it contains. I was delighted to learn that little Arjuna has begun to toddle about the house. It must be such great fun to see him toddling and tumbling down by turns. I wish I were with you to enjoy it all. Kiss the dear child a dozen times for me.

A friend of mine will be very shortly going to your city on some business of his own. He will be there for a day or two at the most. I have given him a letter to you and shall be very glad if you could put him up during the time he is in Lahore. I can assure you he is a very nice and well-behaved young man. His name is Chandanlal and he is related to Mr. Dayal whom you know so well. My love to you and Laljee, and kisses to the little toddler.

Yours affectionately,
Rajpal

8. *From a boy to his father, requesting permission to change his second language*

High School Hostel,
Barisal.

12 December 1929

My dear father,

I have had no letter from you for over a week. I hope it isn't illness that has prevented you from writing, but only want of leisure

due to heavy office work. I am anxiously looking forward to receiving your letter within the next two or three days.

You know that, following your advice, I chose French for my second language, but now I find I have no liking for it. That is the one subject in which I am far behind the class, and I have to put up with frequent rebukes from the teacher. French has become a terror to me ; and I am afraid I shall never pass in French at the annual examination. Luckily it is not yet too late for me to take to another second language in place of French. I should prefer to take Sanskrit if you will permit me to give up French. Our Sanskrit teacher is a very kind gentleman, and promises to help me, so that in a short while I could reach the necessary standard.

My love to mother, yourself and all the rest at home.

I am,

Yours affectionately,

Romesh

EXERCISES

1. Write a letter to your father, asking him to buy you a bicycle.
2. Write a letter to your father, requesting him to purchase a radio receiving set (or gramophone) for the use of the family.
3. Write a letter cheering up a friend who has been ill.
4. Write a letter to a friend who, you have heard, has been injured in a street accident.
5. Write a letter congratulating a friend who has recently passed an examination.
6. Write a letter to your mother informing her of your illness last week and of the medical attention you received.
7. Write a letter to your sister telling her that you have won a prize in the school sports.
8. Write a letter to a friend informing him that you will shortly be visiting his town on some work ; inquire if he could take you as his guest for a few days.
9. Write a letter to your father (or guardian) asking for some pocket-money, and telling him how you intend to use it.

10. Write a letter to a friend who has failed in his examination.
11. Write a letter to a friend thanking him for the loan of his cycle to you.
12. Write a letter to your father asking his permission to return home for your brother's birthday.
13. Write a letter to your father asking his permission to get yourself enrolled as a Boy Scout (or Girl Guide), and say what you would have to do after enrolment.
14. Write a letter to your younger sister advising her to study hard and to form simple habits.
15. Write a letter to your brother inquiring why you have had no letter from him and telling him that your parents are very anxious to hear from him.
16. Write a birthday letter to your sister.
17. Write a letter to a friend to tell him that you are arranging a picnic (mention time, place and companions), and asking him to join.
18. Write a letter to your friend inviting him to join your cricket XI.
19. Supposing you had received the above letter, what reply would you send if you had decided to join the team?
20. Supposing you had received the letter, what reply would you send if you did not wish to join the XI?
21. You are going to a friend's town for the first time; write to him and ask him to meet you at the station (mention date and train).
22. In a letter to a friend, describe the school you have lately entered.
23. Write a letter to your mother, and inquire after your baby sister's illness.
24. You are sending a nice present to your sister. Write a letter informing her of this.
25. Acknowledge by letter a birthday gift from your uncle.
26. Ask your mother by letter for an alarm clock and a mosquito net and tell her why you want them.
27. Write a letter to a friend, informing him of the match to be played on your school ground, and ask him to come and watch it.

28. Write a letter to your mother telling her that you are in need of a new suit of clothes.

29. Write a letter to your father and ask him to send you some books which you cannot buy locally.

30. Thank by letter your sister who has written congratulating you on your success.

31. In a letter to your brother, describe the prize distribution at your school and tell him what prize or prizes you won.

32. Write a letter to your cousin, inviting him to dine with you on your birthday.

33. Supposing you had received the above invitation, what reply would you send accepting it?

34. Supposing you had received the same invitation, what reply would you send if you could not accept it?

35. Write a letter to your mother informing her of your success at the terminal examination ; tell her what marks you obtained and what is your place.

36. Write a letter to your brother who thinks of giving up school, and advise him not to do so.

CHAPTER XXIV

HOW TO WRITE A LETTER : SECOND STAGE

Besides those ways of beginning and ending letters which we have already mentioned, there are certain others which also you ought to learn.

1. You sometimes begin a letter with : Dear cousin, or Dear friend, or Dear Sir ; that is, without using My.

When we address a person (who is not an intimate friend or a relative) by name, we prefix Mr. (for Mister), Mrs. (for Mistress), Miss (a shortened form of Mistress used for unmarried ladies) or Dr. (for Doctor) to the name as the case may be ; thus, Dear Mr. Singh, Dear Miss Nehru, Dear Mrs. Sharma, Dear Dr. Mirzan, and so on. When writing to a stranger or a person in business, begin your letter thus : Dear Sir, (to a man) or, Dear Madam, (to a woman).

A firm is addressed as: Dear Sirs.

The first word of the greeting begins with a capital letter. Mr., Mrs., Miss, Dr., and other titles also begin with capital letters.

A comma is put after the complimentary beginning or greeting.

2. The complimentary ending or the close of letters to members of one's family may also be as follows :—

Your affectionate son,
(or brother, sister, cousin, as the case may be).

'Loving' may be used in place of 'affectionate'.

Note also the following forms of complimentary endings :—

To a friend

Your sincere friend,

or

Your affectionate friend,

To teachers and employers

I am,

Yours obediently,

or

I am,

Your obedient pupil (or servant),

To firms or on business

I am,

Yours faithfully,

To strangers

I am,

Yours truly,

The signature, which is put immediately below the complimentary ending, should be clear and legible. It is best for the writer to sign with that form of his name by which the other person is likely to call him. Thus, in a letter to one's parents, it would be correct to sign the pet name or nickname by which one is known to them ; but in writing to strangers, or on business, it is necessary to sign one's name in full.

N.B.—After you have written a letter, read it through carefully before you put it into the envelope and correct any mistakes you have made.

EXAMPLES

1. *From a boy to his brother, advising him to join a gymnasium.*

98 Civil Lines,
Peshawar.

26 September 1930

✍ My dear brother,

I cannot tell you how pleased I was to get your letter this morning and to learn that you have won prizes in English and Science.

There is one thing in your letter, however, that is making me anxious. You say that you feel somewhat tired and depressed. I should advise you to consult a good doctor at once and follow his advice. I am afraid you have overworked yourself, and that is why you do not feel as well as you ought to. Health is too precious to be neglected, even for the sake of prizes. I should also strongly advise you to join a gymnasium. The time spent in exercise is never wasted. Exercise means health, and with better health you will be able to study better. However, just to encourage you to make a beginning, I shall be glad to make you a present of a gold wrist watch if you join a gymnasium and continue there for at least six months. Six months only from now, and the gold wrist watch is yours if you will keep on at the gymnasium and the exercises, and I know you have the strength of will to carry out a resolution once made.

I shall anxiously await your reply to this. With love,

Your affectionate brother,

Imamdin

2. *To a friend, requesting him to play for a cricket XI*

Nicol Road,
Wazirabad.

29 January 1931

✍ My dear Usman,

I should have liked to see you personally, but I regret I haven't the time just now to do so. Hence this letter.

The Crescent Cricket Club, of which I am the secretary, is to play a two days' match with the Sialkot Young Men's XI on their ground.

Our friends, Ismail Zafar, Wazir Ali, Shaukat Ali, and Samruddin, have agreed to play for the C. C. C. XI which will be captained by Syed Ahmad. Our team promises to be quite a strong one and, if we could get you to bowl for us, it would be much stronger. We shall be leaving for Sialkot on the 4th of February by the evening train; our hosts, I feel sure, will do everything they can to make us quite comfortable.

Won't you play for us? I am sure you will. In any case, please send me an early reply.

Yours sincerely,

Sultan Ahmad

3. *From a boy to his teacher asking his help in making a selection of books for reading*

Near Kotwali, Sitapur,

Post Office Natina,

Dt. Shyampur.

15 June 1930

Sir,

Perhaps a letter from me, and especially during the vacation, will come as a surprise to you. I will tell you at once what it is all about. I am spending my holidays here at my uncle's. He has been good enough to make me a present of Rs. 25 which he wishes me to use in buying books. Will you very kindly send me a list of the names of books you think would be suitable for me? I may tell you that I love stories of adventure and heroism, and I should like to have some books of this kind included in the list. Then I should like to have some books which would help me to improve my English. You surely know much better than I do what books are best for me, and I think I had better not offer any more suggestions of my own.

With apologies for troubling you and thanking you in anticipation,

I am,

Your dutiful pupil,

Raghu Bir Datta

4. *From a girl to her brother against whom their father has received complaints from the headmaster*

Gazni Street,
Faridpur.

8 October 1930

My dear brother,

We have had no letter from you for quite a long time, and we were naturally feeling anxious about you, and father was actually on the point of going to see you. Meanwhile he has received news about you which, I am sorry to say, has disturbed him a great deal. It is a letter from your headmaster to say that you have not been attending classes regularly and that your behaviour has not been what might have been expected of you. The weekly reports of your progress in school show beyond doubt that you have been neglecting your studies.

The headmaster's letter has caused much pain to everyone at home. You have been sent to the best boarding school in the country at great expense and sacrifice, as you know, and if, instead of profiting by it, you are only wasting your time there, you could not blame father if he decided to withdraw you from it. When you have read this, I am sure you will make up your mind to mend your ways and save father, mother, and the rest of us at home further disappointment and worry. Won't you do your best to see that the next report from your headmaster convinces father that you have turned over a new leaf? I am sure you will, and you can then count upon the fondest love of

Your affectionate sister,

Sarla

5. *From a boy to his mother, requesting that his sister may be allowed to continue her studies*

New High School Hostel,
Ghaziabad.

24 March 1930

My dear mother,

I have just received your letter of the 20th, and I am immensely happy to read that Nundee has passed the Middle School Examination and stands third in her class. My heartiest congratulations to her.

You will excuse me if I do not agree with your view that she should now leave school. Do let her proceed with her studies. She is only fourteen and, as you know, keen on studying. Apart from that, it is very necessary nowadays for every man and woman to be equipped with a good, sound education. I know how hard it is to break with old habits and customs, and yet I am sure you would never do anything which might prove hurtful to Nundee's future happiness. I am convinced that to make her give up her studies and to get her married now would be doing her great wrong. Surely my pleading for her will not be all in vain, and I have no doubt that, when you next write to me, it will be to tell me that Nundee has already joined the High School.

With love from

Your affectionate son,

Trimbak

6. *From a boy to his father, giving an account of his various activities at school*

Government Hostel for Boys,

Berhampore.

22 March 1930

My dear father,

To-day is a Saturday, which means a half-day off, and this gives me enough leisure to give you a full account of all that I do here, outside my regular class work.

The game that interests me most is hockey. We have a good eleven, the best, I think, in all Berhampore. We generally play hockey every other day, as soon as school is over for the day. I play centre forward, and my companions tell me that my game has improved a great deal since coming here.

I am a member of our school debating society. Last Thursday evening I myself led a debate with a proposition that scouting should be made compulsory in all schools. I do not know whether I was able to make out a good case for scouting, but certainly the majority of the house voted for my view, and Ram Singh—he is Dr. Chand Singh's son—who led the opposition, had only a few supporters. I think I am

shedding a good deal of the platform shyness from which I suffered at first, and I should not wonder if I am selected to represent my school in the inter-schools debating contest. You will be glad to know that I have been appointed the secretary of our hostel co-operative stores. I like the job very much, though I must confess it is troublesome to keep the accounts. If it were not for the stores, each of us would have to spend a few rupees more every month on our books and board. I very much wish we had a co-operative stores of this kind in our town. I haven't forgotten to do what you advised me to do, namely, read the daily newspaper every morning. I don't need more than fifteen minutes to go through it.

Another month more and the vacation will begin, and I shall then come home and be able to tell you a great deal more of my other school activities, and how happy I am here. With love from

Your affectionate son,

Arbind

7. *To a neighbour whose dog is proving a nuisance*

24 Chhatrawala Building,

Sanden Road, Shahabad.

4 May 1930

Dear Mr. Roy,

I hope you will not mind my writing to you that your dog is proving a regular nuisance to us and our visitors, and a terror to the children. If it were merely a matter of barking at a distance, one could scarcely complain, but he chases and even bites. I am sure you will never allow the dog and his vicious ways to spoil the neighbourly relations that have existed between us for years, and I have no doubt you will kindly see to it that we have no further complaint to make against the animal.

Yours sincerely,

S. V. Krishna

8. *An example of a letter to a business firm*

[Note that the full address of the firm (or its manager) is put above the complimentary beginning.]

Topiwala Lane,
Amritsar.

21 May 1930

The Manager,
Oxford University Press,
Bombay.

Dear Sir,

Please send me the following books at your earliest convenience :—

1. Pocket Oxford Dictionary by Fowler and Fowler.
2. A Book of Verse for Boys and Girls by J. C. Smith ;
Parts I, II and III, one copy each.
3. The Oxford Annual for Scouts, 1929.

Five books in all. Kindly forward these by Value Payable Post (or, by V.P.P.) to the above address.

Yours faithfully,
R. G. Sharma

9. *An application*

The following is a specimen of an application. As in a business letter, the full address of the person or officer to whom the application is to be sent is put above the complimentary beginning. Note the complimentary ending generally used in applications.

27 New Street,
Chalisgaon.
6 July 1930.

To
The Commissioner of Excise,
Bombay.

Sir,

I beg to apply for one of the posts of Sub-Inspectors, which, I understand from an advertisement in the *Times of India*, are vacant in your department.

I am twenty years old, and belong to the Maratha community. I hold the Matriculation Certificate of the Bombay University, having passed that examination three years ago. For the last two years and a half, I have been serving as a Scoutmaster in the Tutorial High School here. But this appointment is temporary and likely to end very soon ; so I have to seek employment elsewhere. I can ride and cycle, and am a fairly good shot. I am strong and healthy and fond of outdoor life.

I enclose testimonials from my former teachers, present employers, and also certain gentlemen of position who have known me and my family for many years.

If I am selected for one of the posts, I shall do my best to discharge my duties efficiently.

I am, Sir,

Your most obedient servant,

K. M. Jadhav

10. *To a dentist, requesting an appointment*

25 New Delhi Road,

Lahore.

17 February 1929

Dear Sir,

A tooth of mine has been giving me much pain for the last three or four days and I wish to consult you about it.

Will you please mention a convenient hour when I could call to consult you ? I would like to say that a morning appointment would suit me best.

Yours faithfully,

Lala Ram Das

To

Dr. W. F. Hunter, D.D.S.,
The Mall, Lahore.

11. *To a stationmaster, requesting reservation of berths in a train*

Pannalal's Building,
Queen's Road, Karachi.
24 July 1929

To
The Stationmaster,
N. W. Railway, Karachi.

Dear Sir,

I shall be much obliged if you will reserve for me four second-class berths (from Karachi to Lahore) in the Punjab Mail Train on Saturday, 27th instant.

A deposit of Rs. 10 required under your regulations is sent herewith.

Yours faithfully,
S. M. Singh

12. *Requesting a gentleman to preside at a lecture*

New High School,
Multan,
12 January 1929

Dear Sir,

Our Literary Union is arranging a public lecture by Professor S. Hari Singh, M.A., of the Government College, Amritsar, at 6 p.m. on Saturday, 16th instant, in the Central Hall of our High School. The subject of the lecture will be 'Student Life'.

I am writing this to request you to take the chair on this occasion, and to say how very much obliged to you we shall be if you consent to do so. The notices announcing the lecture have to be sent out soon and I hope you will let us have your reply as early as you can.

Yours faithfully,

K. V. Chand
Hon. Secretary,
Literary Union

To
The Rev. R. N. Hotson, M.A.,
Principal, Methodist School, Multan.

EXERCISES

1. Write a letter to your father telling him of your progress at school.
2. Write a letter to your father informing him that you have been photographed with the headmaster and some friends ; describe the photograph, giving details of size and cost.
3. Write a letter to a friend who is going to England, wishing him a happy voyage and success in his work.
4. You are on a visit to a new town ; write a letter to a friend telling him when and why you came and giving your impressions of the place.
5. Write a letter to your father giving him an account of the Inspector's visit to your school.
6. Write a letter to your brother giving him an account of the sports held in your school.
7. Write a letter to your sister giving her an account of the prize distribution in your school ; say who presided, what was done there, and who the chief prizewinners were.
8. Send a reply to a friend who wishes to join your school and hostel, and asks for information as regards fees and facilities for sports.
9. In a letter to a friend, describe a cricket match between your school XI and another XI of your town.
10. Write a letter to a friend describing a wedding you attended.
11. Ask your father's permission by letter to join a party of school friends going on an educational tour.
12. You have got into trouble with your headmaster ; write fully and frankly about it to your father.
13. Write a letter to your father and ask him whether he intends to take you and the others at home to a hill station during the summer vacation.
14. Your father had asked you to go and see an old friend of his in your school town. You have done so. Give your father an account of your visit and, among other things, say how very glad his old friend was to see you.
15. Write a letter to your brother giving him information about a public meeting in your town.

16. Write a letter to a friend giving him an account of a social gathering in your school.

17. Write a letter to a friend, informing him about a public meeting to be shortly held in your town and suggesting that he should be present.

18. Write a letter to your father informing him that your eyes have been giving you some trouble (mention in what way) and asking his advice.

19. Write a letter to your younger brother, advising him to be careful in spending his pocket money.

20. Write a letter to a friend, giving him a report of a swimming competition in your town.

21. Write a letter to your headmaster, requesting him to let you have your leaving certificate as you will not be able to continue in his school owing to your guardian's leaving the town.

22. You are away from your home with your family ; write a letter to your neighbour at home, requesting him to take care of your dog and garden till your return.

23. Write a letter to a friend who is away, telling him that two of your other friends have had a quarrel lately ; say how it arose.

24. Write your sister a letter which is to accompany your photograph ; say on what occasion, where and by whom the photograph was taken.

25. Write a letter to your cousin, informing him that you intend going to England very shortly ; mention when and why you are going.

26. Write a note to a neighbour, complaining that his cow entered your garden and did great damage.

27. While travelling in a train, a fellow passenger leaves a handbag behind him with his address on it ; write a letter to him, telling him that the bag is now with you and asking him to send for it.

28. One of the candidates standing for election to the Legislative Council from your district has addressed a letter to you, asking you for your vote. Write a reply refusing.

29. Write a letter to your brother, informing him that there is a vacancy in the local post office and asking him to apply.

30. Send an order in writing to Messrs. George & Co., Booksellers and Publishers, Lower Chitpore Road, Calcutta, for some books.

31. Order by letter goods worth Rs. 100 from the Manager, Hanuman Sports Stores, Lucknow.

32. Write to Messrs. MacDonald & Marshman, Chemists and Druggists, asking them to quote for certain chemicals you require for your school.

33. Write a letter to the postmaster of your town complaining that a money order from your father was delivered to you four days later than it should have been.

34. Write a letter to the Agent of the Imperial Bank (of the branch nearest to you) inquiring whether the bank will be open for business on Monday next.

35. Prepare an application for the post of a junior clerk in the office of the Deputy Commissioner of Income Tax, Lahore.

36. Send an application in reply to the following advertisement in the *Pioneer* :—

WANTED—At once, trained and experienced typist, able to undertake correspondence work, for the Central India Life Insurance Co., Nagpur, pay Rs. 60 or more according to qualifications. Apply in own handwriting to the Manager.

CHAPTER XXV

FORMAL INVITATIONS

Sometimes invitations are issued in the indirect form. The writer and the person invited are both referred to in the third person throughout. Such invitations are called ' Formal ' and are issued generally in connexion with such things as evening parties.

↑ In such formal invitations, the place and the date of the writing may be mentioned either at the right-hand top corner of the notepaper or postcard, or below the text, beginning from the left-hand margin.

The text is usually short and mentions the following :—

(1) The name of the host or hostess, that is, the person who sends out the invitation.

(2) The name of the guest, that is, the person invited.

(3) The object of the invitation, that is, whether it is for dinner or tea, or a music party, or an at-home.

(4) The exact time and date when the guest is expected to attend ; and

(5) The place where the guest is expected to arrive. When the place is not mentioned, it is understood to be the host's usual residence.

NOTE.—The signature of the writer (host) is never put in the formal invitation. There is neither a greeting nor a close in this class of invitations.

The person who receives the formal invitation is expected to send a reply whether he accepts or declines it. His reply also is generally in the formal style, and is addressed in the third person throughout.

Sometimes the letters R.S.V.P. are put below the text of formal invitations. They stand for the French phrase '*repondez, s'il vous plait*' (please reply).

When a person receives a formal invitation with the letters R.S.V.P., good taste requires that he should at once reply whether he accepts or declines. If he declines, some reason must be mentioned for doing so.

EXAMPLES

1. *A formal invitation to dinner*

Mr. Rabindra Ghose requests the pleasure of the company of Mr. Jitendra Roy to dinner on 20th instant, at 8.30 p.m.

Marwari Bazar,
Calcutta.

16 January 1926.

R.S.V.P.

Reply, accepting

Mr. Jitendra Roy has much pleasure in accepting the kind invitation of Mr. Rabindra Ghose to dinner on the evening of 20th instant.

49 College Square,
Calcutta.

17 January 1926.

Reply, declining

Mr. Jitendra Roy thanks Mr. Rabindra Ghose for his very kind invitation, but regrets that illness in the family (*or*, a previous engagement) prevents him from accepting the same.

49 College Square,

Calcutta.

17 January 1926.

2. *A formal invitation to an at-home*

Miss Mulla

Mr. and Mrs. Modi

At Home

Friday, 19th August 6 to 9 p.m.

Gulab Bag, Andheri

Music

R.S.V.P.

Reply, accepting

Miss Mulla has very great pleasure in accepting the kind invitation of Mr. and Mrs. Modi to an At Home on Friday, 19 August, from 6 to 9 p.m.

New Villa,

Santa Cruz.

15 August.

Reply, declining

Miss Mulla very much regrets that owing to illness in her family (or, a previous engagement) she is unable to accept the kind invitation of Mr. and Mrs. Modi to their At Home on 19 August from 6 to 9 p.m.

New Villa,
Santa Cruz.
15 August.

3. *A formal invitation to a social gathering*

*The President and Members
of
The Lahore New College Literary Union
request the honour of
Mr. _____'s company at the
Social Gathering of its past and present
members
on
Tuesday, 21 September 1930, at 6 p.m.
The New College, Lahore
12 September 1930*

R.S.V.P.

TYPICAL EXAMINATION QUESTIONS

*(Drawn mainly from examination papers of various Schools
and Universities in India)*

1. Write a letter of about a dozen lines to your father or guardian, stating how you hope to fare in the next examination.
2. Write a birthday letter of not more than twenty lines to a friend, expressing good wishes and mentioning the present that accompanies the letter.
3. Write a letter of about a hundred words to your elder brother, telling him what you wish to do in life.
4. You are applying for a post in a commercial firm; write a letter of about fifteen lines to your schoolmaster, asking for a testimonial.
5. Write a letter to your father, telling him how you have been getting on at school during the past term. Tell him when to expect you home for the holidays, and what your headmaster has said as regards your character.
6. Write a letter to a friend who is about to sail for Europe to enter a school there. Say why you envy him and also why you are sorry for him.
7. Write a letter of about a hundred words to your father, requesting him to allow you to pass a few days with one of your friends before you come home from school.
8. Write a letter to your cousin, telling about the most amusing incident you have ever seen.
9. Write a letter to your father, saying why you wish to accompany a friend to a hill station or to a seaside place, and asking his consent to your doing so.
10. Write a letter of apology to a friend for not having kept an appointment which you had made with him, explaining fully what prevented you.
11. Write a letter to a friend, describing a holiday trip that you have taken.

12. Write a letter of about twenty lines to a friend, giving him an account of a journey made by you partly by rail and partly by bullock cart.

13. Write a letter of about fifteen lines to a friend, describing your experiences in the examination hall.

14. Write a letter to your friend, describing your return to school after a long vacation.

15. Your father has made you a present of Rs. 50 on your birthday. Write a letter of thanks to him and tell him how you propose to spend the money.

16. Write a letter to the headmaster of your school, asking for leave in consequence of illness.

17. Write a letter to the head of a department, asking for leave in consequence of illness.

18. Write a letter of about fifteen lines to a friend, inviting him to spend his next holiday with you.

19. Write a letter to a schoolboy in England, describing your home and how you spend your time.

20. Write a letter to a friend, describing your favourite game.

21. Write a letter of not more than twenty lines to a friend who has recently lost his mother.

22. Write a letter of about twenty lines to a friend, describing how you spent your last New Year's Day.

23. Write a letter to a friend, describing your meeting with another old friend.

24. A friend of yours has failed at his examination ; write a letter to him, expressing your sympathy and encouraging him to cheer up and try again.

25. Write a letter to a firm, ordering a pair of football boots ; mention the size, shape and quality required, and the method by which they are to be sent and paid for.

26. Write a letter to a friend, describing the way you spent the last summer vacation.

27. Write a letter of advice (about twenty lines) to a younger brother of yours about to join a school.

28. Write a letter to a friend, telling him about your occupation of a new house and your neighbours.

29. Write a letter of about twenty lines to a friend who is uneasy because of the forthcoming examination.

30. Write a letter to a friend, telling him what work you would like to do on leaving school, how you intend qualifying for the work and your reasons for choosing it.

31. Your father being away from home on business, write a letter telling him of the state of things at home in his absence.

32. Somebody is ill at your house, and you have a neighbour whose family makes a great deal of noise. Write a note requesting him to spare the patient such disturbance.

33. Write a letter to your father, asking him to send your little brother to your school, and telling him why you want him to do so.

34. You have been delayed by a railway accident at a small country station. Write a letter to your father relating your experience.

35. Write a letter to a friend, describing the coming of the rains to your district.

36. Write an application to the superintendent of your boarding-house, requesting him to remove certain difficulties with which the boarders have to put up at present.

SECTION V

APPENDIX

TEST-PAPERS

[NOTE.—Most of the questions in these Test-Papers have been drawn from various examination papers set by Indian or British Universities.]

PAPER I

1. Write an essay on one of the following :—

- (a) The choice of a profession.
- (b) Class-discipline.

2. Summarize the following :—

When a boy has finished his education, I would have him bear in his memory a stock of songs which should cheer his toil for life—songs full of affection for everything around him, literally filling his heart with love of his home, making him believe it to be, however humble, to him the happiest and most sacred spot on earth ;—love of the very earth itself, which submits to his rude handling and repays the labour of his hands and the sweat of his brow by filling his arms with the teeming abundance of its womb ;—love of the various domestic creatures that look up to him for their sustenance ;—love for nature in every form, making it always appear to him fair, whether it be in the storm or in the sunshine, in the gloom of winter or in the bloom of summer,—always the same, glowing and joyful, but, however bright, ever showing him, beaming upon him, the face of a gracious and a bountiful God.

3. Write a short story introducing the following incidents :—

A boy at school—bad company—neglecting lessons—getting others to draw maps for him—copying at examinations—not found out—gains a prize—leaves school—asks for and receives a certificate—gets a situation in an office—steals—falsifies accounts—found out—trial—guilty—two years' rigorous imprisonment—in prison.

Correct the following expressions :—

- (a) We knew it to be he.
- (b) There is five of us.
- (c) Every one of the students except you and I have failed.
- (d) Do you know who you are speaking to ?
- (e) Neither the Local nor the Imperial Government pay the least heed to these sort of complaints.
- (f) In every village nothing but want and misery are to be seen.
- (g) I have not been at Calcutta long since.
- (h) I said him to come with me. He replied that 'Very well, I am going with you just now.'
- (i) Should the scheme fail, both he and his ancient father with whom he remains from birth will be at once ruined.
- (j) My circumstances is so much distressing that I must go in Calcutta, and in my arrival I will call at yours.

5. Turn the following into the indirect form of narration :—

'My father,' he argued, 'obstinately refuses to put himself in my position and realize my difficulties. He forgets that he, too, was once young. Why, it is actually he whom I have to blame for everything ; and if he does not give me the sum I have asked for, I will kill myself.'

6. Distinguish between :—

Satisfied *and* contented ; conscious *and* conscientious ; habit *and* custom ; to protect *and* to defend ; expenditure *and* expenses ; to drown *and* to sink ; to swim *and* to float ; corpse *and* carcass ; war *and* battle ; robber *and* thief ; fault *and* mistake.

PAPER 2

1. Write a dialogue between two students as to whether High School education should be in the medium of the vernaculars.

2. Summarize the following passage :—

There is a kind of half-knowledge which seems to disable men from forming a just opinion of the facts before them,—a sort of squint in

the understanding, which prevents it from seeing straight forward and by which all objects are distorted. Men in this state soon begin to confound the distinction, between right and wrong ; farewell then to simplicity of heart, and with it farewell to rectitude of judgement. Give them a smattering of law, and they become litigious ; give them a smattering of physic, and they become hypochondriacs or quacks, disordering themselves by the strength of imagination, or poisoning others in the presumptuousness of conceited ignorance. But of all men, the smatterer in philosophy is the most intolerable and the most dangerous ; he begins by unlearning his creed and his commandments ; and in the process of eradicating what it is the business of all sound education to implant, his duty to God is discarded first, and his duty to his neighbour presently afterwards.

3. Write a letter from A to B, giving an account of a journey made by himself and C, partly by rail and partly by bullock cart, and bringing in the following particulars :—

Almost missed the train—left a box behind—carriages crowded—hot, dusty, uncomfortable journey—halted at D—where spent a night—bad accommodation—difficulty in getting bullocks—bad road.

4. Correct the following :—

- (a) When will we have the pleasure to see you again ?
- (b) Let Charles and you and I each look out for ourselves.
- (c) Are either of these books them we read yesterday ?
- (d) He asked me that what do I mean.
- (e) These are they whom I was informed were killed.
- (f) Cæsar as well as Cicero were remarkable for eloquence.
- (g) The reason of my desiring you to come was because
I wanted to talk with you.
- (h) Who do you wish me to be a friend of ?
- (i) Two persons are here whom if you had been with us
you would say passed the evening very agreeably.
- (j) Unless we attend to his point we will be at a loss to
understand the subject.

5. Rewrite the following, filling the blank spaces with correct prepositions :—

I do not concur.....you.....the opinion you have expressed,
but I abstain.....interfering.....a matter of such moment.....

you and me. You are bound.....honour to bestow your best thought.....this subject, and though you may be disappointedthe immediate result, you need not despair.....ultimate success.

6 (a) What do the following terminations denote ?

Adjectives

-ive

-escent

-less

-aceous

Verbs

-ise or -ize

-ish

-fy

-en

(b) Form nouns from the following words :—

Wide ; slow ; high ; broad ; steal ; free ; white ; poor ;
likely ; grow.

PAPER 3

1. Write an essay on one of the following subjects :—

(a) Akbar's religious views.

(b) Cruelty to animals.

(c) Newspaper reading.

(d) Your favourite bird.

2. Paraphrase the following passage :—

Everyone that flatters thee
Is no friend in misery.
Words are easy, like the wind ;
Faithful friend 'tis hard to find.
Every man will be thy friend
Whilst thou hast wherewith to spend ;
But if store of coin be scant,
No man will supply thy want.
If a man be prodigal,
Bountiful they will him call.
If he be inclined to vice,
Quickly they will him entice.

But if Fortune once do frown,
Then farewell his great renown:
They that fawned on him before
Use his company no more.

3. Relate as to a friend in the form of a letter, the adventure referred to in the following notes, supposing it to have happened to yourself:—

Night pitch-dark—returning home—very late—all alone—figure before me—tall and gaunt—arms outstretched—all in white—ghost, of course—heart beating—legs trembling—hair on end—nerves shaken—ran home—no sleep—dreams of ghosts—next morning—to the spot—imagine surprise!—only a hand post—painted white—heartily ashamed—such a coward—lesson learnt—no ghosts.

4. Rewrite the following passage, inserting capital letters and punctuation marks where necessary:—

one day a number of scholars were at their lessons in an upstairs room when the cry of fire was heard the frightened children rushed to the door and many of them were badly hurt in trying to force their way down the steps only one little girl sat perfectly still till the crushing was over her teacher said to her why did you not rush to the door with the other children she replied my father is a fireman and he has told me that if ever i am in a room when there is a cry of fire i must not move until the way out is clear.

5. Report the following speech in the direct form:—

(a) The magistrate asked the complainants if they did not come from a distance and what they were doing so far from home. Surely it would have been better for them to have laid that complaint of theirs at the *thana* instead of coming to him when they saw he was busy.

(b) Turn the following speech into the indirect form:—

They answered. 'What were we to do, Sir? Had we made this complaint to the police, they would not have listened to us. If your Honour be pleased to help us, we shall obtain our rights.'

6. (a) Give the adjectives corresponding to each of the following nouns:—

Cat, elephant, law, home, horse, alms, church, burden, sea, giant, nose, picture.

(b) Explain the following expressions and frame sentences to illustrate their use :—

1. A moot point. 2. A labour of love. 3. The sinews of war.
4. A maiden speech. 5. To run with the hare and hunt with the hounds. 6. To bring to bay. 7. To play second fiddle.

PAPER 4

1. Write one of the following dialogues :—

- (a) Between a master and his servant who has applied for promotion.
- (b) Between two girls as to whether modern western fashions in women's dress ought to be encouraged.

2. Summarize the following passage :—

The most sensible people to be met with in society are men of business and of the world, who argue from what they see and know, instead of spinning cobweb distinctions of what things ought to be. Women have often more of what is called good sense than men. They have fewer pretensions ; are less implicated in theories, and judge of objects more from their immediate and involuntary impression on their mind, and therefore more truly and naturally. They cannot reason wrong ; for they do not reason at all. They do not think or speak by rule ; and they have in general more eloquence and wit as well as sense on that account. By their wit, sense and eloquence together, they generally contrive to govern their husbands. Their style when they write to their friends and not for the booksellers, is better than that of most authors.

3. Write a letter to your father or guardian consulting him with regard to the career that you think it advisable to follow after passing the examination you are preparing for. State the reasons that lead you to suggest this career.

4. Correct the following sentences :—

- (i) The whole army were defeated and fled.
- (ii) Neither Napoleon nor Wellington were aware of what had happened.
- (iii) This is a work of Milton's the greatest English poet.

- (iv) It was him who was really guilty.
- (v) Are you sure who he really intended to reward ?
- (vi) Who are you speaking of just now ?
- (vii) In the observance of the laws consists the stability and the welfare of the people.
- (viii) Each of them shall be rewarded in their turn.
- (ix) If you wish to be healthy live comfortable to the rules of prudence and moderation.

5. Complete the following sentences by inserting one word in each of the blank spaces :—

- (a) This stick differs.....that.....a length.....two feet.
- (b) The difference.....six and eight is equal to the excess of four.....two.
- (c) He is indifferent alike.....praise and blame.
- (d) My horse though inferior.....yours, seems first-rate in comparison.....his.
- (e) He is so impatient.....good advice that I despair.....making any impression.....him.
- (f) He is so bent.....carrying.....his purpose.....it is useless to try to dissuade him.....doing so.

6. (a) Give the negative form of each of the following :—
Compatible ; probable ; satisfied ; common ; legible ; moderate ; resistible ; firm.

(b) Give the adjective form of each of the following :—
Obscurity ; remedy ; vigour ; requirement ; success ; credulity ; subordination ; revolution ; impulse.

(c) Give synonyms of the following words :—
Reputation ; resist ; confide ; wonderful ; prudent ; prompted ; often ; bold.

PAPER 5

1. Write an essay on one of the following :—

- (a) Rivers and their uses.
- (b) Water and its uses.
- (c) Money and its uses.

2. Paraphrase the following passages :—

- (a) The lapse of time and rivers is the same ;
Both speed their journey with a restless stream ;
The silent pace with which they steal away
No wealth can bribe, no prayers persuade to stay ;
Alike irrevocable both when past,
And a wide ocean swallows both at last.
- (b) Ill fares the land to hastening ills a prey,
Where wealth accumulates and men decay ;
Princes and lords may flourish or may fade ;
A breath can make them as a breath has made ;
But a bold peasantry, their country's pride.
When once destroyed, can never be supplied.

3. Combine the following outlines into a connected narrative in the past tense, with all speech in the direct form :—

Gentleman in India loses a ring—thinks a servant has taken it—calls his servants—makes each take piece of stick—tells them thief's stick will grow an inch—orders them to go and return in an hour—all sticks the same length—thief does not know this—believes that stick will grow—cuts off an inch—servants return—master asks to see the sticks—sticks compared—result.

4. Correct the following passages (where wrong) as to the use or omission of the article :—

- (a) He stayed with him the few days. (b) The steamer went up Ganges. (c) He was engaged in a trade of bookselling. (d) Human race is mortal. (e) Mankind is mortal. (f) An insincere man cannot be the true friend. (g) The river Amazon is the American river. (h) He had a many rupees and many a man envied him. (i) They died to the man for their country. (j) Not a man among them fell.

5. Rewrite the following in the indirect form of narration :—

'I cannot walk up this hill,' said the little boy. 'I cannot do it. What will become of me? I must stay here all my life at the foot of the hill: it is too terrible!'

'That is a pity!' said his sister. 'But look, little boy! I have found such a pleasant game to play. Take a step, and see how clear a footprint you can make in the dust. Look at mine! every single line

in my foot is printed clear. Now do you try, and see if you can do it as well !'

6. Distinguish between :—

Raze, raise	Prescribe, proscribe
Pray, prey	Roll, role
Elicit, illicit	Spacious, specious
Incredulous, incredible	Tasteless, distasteful
Delicate, delegate	Beneficent, benevolent
Judicious, judicial	Sensuous, sensual
Continuous, continual	Expedient, expeditious
Deficient, defective	Efficient, effective
Exceedingly, excessively	Stimulant, stimulus
Presumptive, presumptuous	Disc, dish

PAPER 6

1. Write an essay on one of the following :—

- (a) My ideal garden.
- (b) How we are governed.
- (c) The birds of an Indian village.

2. Give in your own words the main idea of the following :—

They tell us of an Indian tree,
Which, howsoe'er the sun and sky
May tempt its boughs to wander free
And shoot and blossom wide and high,
Far better loves to bend its arms
Downwards again to that dear earth,
From which the life that fills and warms
Its grateful being first had birth.
'Tis thus, though wooed by flattering friends
And fed with fame (if fame it be),
This heart, my own dear Mother, bends
With love's true instinct back to thee.

3. Send a reply to the following advertisement :—

WANTED—Travelling companion for a young Maharaja shortly proceeding to Europe. University Degree, excellence in sports,

necessary; also reliable references. Enclose photo. Box 2517, Advt. Dept., *Punjab Daily Mail*.

4. Rewrite the following, changing indirect into direct speech, and direct into indirect speech, but making no other change:—

A tall stranger entered the office and inquired of the clerk whether his master was within, to which the latter responded in the affirmative.

'Is he alone?' inquired the stranger.

'I believe he is, Sir,' replied the clerk.

'Show me to his room, without announcing me,' said the stranger.

'What do you mean, Sir?' said the clerk.

'Are you deaf?' inquired the stranger.

'No, Sir.'

'Show me to your master's room without announcing me.'

5. Correct the following expressions if you think them wrong:—

(a) I saw cow standing in field.

(b) His horse hurt his both fore-feet.

(c) We cannot see sun during cloudy weather if monsoon.

(d) I fear I will not be able to accompany you to Amritsar to-morrow.

(e) My brother left this for Calcutta twelve days ago, and he might have arrived to-day.

(f) On Monday last my brother has left Poona for Benares.

(g) My father shall not be ready to speak with you till to-morrow at noon.

(h) No sooner he will come then I shall tell you.

(i) He is a best general.

6. (a) Supply appropriate prepositions:—

(i) I sympathize.....him.

(ii) To be opposed.....the plan.

(iii) He differed.....me.

(iv) I rejoice.....your success.

(v) He was unworthy.....your friendship.

(vi) He was shocked.....his behaviour.

(vii) James confided too much.....favourites.

(viii) Akbar always inclined.....mercy.

(ix) He was well disposed.....the Government.

(x) He was displeased.....my answer.

(b) Explain clearly the significance of the following verbs when followed by the prepositions shown against each :—

Look.....at, for, on, up to.

Break.....out, in, down, through.

Come.....about, across, by, round.

Get.....abroad, at, away, back, up, in, off, over.

PAPER 7

1. Write a dialogue between two girls, whether to marry and settle down, or continue their studies at school.

2. Write a full account of a match from the following notes :—

'It must be rather a warm pursuit in such a climate,' observed Mr. Pickwick.

'Warm!—red hot—scorching—glowing. Played a match once—single wicket—friend the Colonel Sir Thomas Blazo—who should get the greatest number of runs. Won the toss—first innings—seven o'clock a.m.—six natives to look out—went in; kept in—heat intense—natives all fainted—taken away—fresh half dozen ordered—fainted also—Blazo bowling—supported by two natives—couldn't bowl me out—fainted too—cleared away the Colonel—wouldn't give in—faithful attendant—Quanko Samba—last man left—sun so hot, bat in blisters, ball scorched brown—five hundred and seventy runs—rather exhausted—Quanko mustered up last remaining strength—bowled me out—had a bath, and went out to dinner.'

3. Correct the following expressions where necessary :—

(a) He began before his friend arrived.

(b) Philip drunk too much wine.

(c) I have wrote three letters.

(d) She sung beautifully.

(e) I and she was attacked by fever since last night.

- (f) This cost him much deal of trouble for my account.
 (g) We can easier walk than we could run.
 (h) Whom do you think came there to see me last night ?

4. Insert prepositions in the following spaces :—

Though much averse.....the proposal, and though resolved to abide.....the decision arrived at.....long delay, he yet was willing to concur.....the President's suggestion. But though he concurred.....the President, and deferred.....his long experience, he could not desist.....the attempt to press.....a definite decision on the point.

5. Report the following in the indirect way :—

'Thou'rt wrong, my friend !' said old King Hal,
 'Thou'rt wrong as wrong can be ;
 For could my heart be light as thine,
 I'd gladly change with thee.
 And tell me now what makes thee sing
 With voice so loud and free,
 While I am sad, though I'm the King,
 Beside the river Dee ?'

6. (a) Form adjectives from :—

Priest, force, brass, orator, ray, grief.

(b) Form diminutives from :—

Hill, globe, goose, lamb.

(c) State the meanings of the following prefixes, and give words to illustrate their use :—

Hemi-

Dia-

Circum-

Pro-

Con-

Contra-

Se-

Semi-

In-

(d) Distinguish between :—

Mail, male

Canvas, canvass

Tear (verb), tear (noun)

Corpse, corps

Desert, dessert

Fowl, foul

Soul, sole

PAPER 8

1. Give an imaginary description of the close of the following school match :—

‘ Ten to make and the match to win—
A bumping pitch and a blinding light,
An hour to play and the last man in.’

2. Reproduce the following narrative in your own words :—

At the age of thirteen a voice from God came near to her (Joan of Arc). It came to her about the hour of noon, in summer-time. She was then in her father's garden. She heard the voice on her right, in the direction of the church. At the same time she saw a bright light. Afterwards three saints appeared to her. They were always in a halo of glory. She could see that their heads were crowned with jewels. She heard their voices, which were sweet and mild. She heard them more frequently than she saw them. The usual time when she heard them was when the church bells were sounding for prayer. If she was in the woods when she heard them, she could plainly distinguish their voices drawing near to her. When she thought she discerned the heavenly voices, she knelt down. She bowed herself to the ground. Their presence gladdened her even to tears. After they departed, she wept because they had not taken her with them back to Paradise. They always spoke soothingly to her. They told her that France would be saved, and that she was to save it.

3. Write a story based on the following :—

For want of a nail, the shoe was lost ;
For want of the shoe, the horse was lost ;
For want of the horse, the rider was lost ;
For want of the rider, the battle was lost ;
For want of the battle, the kingdom was lost ;
And all for the want of a horse-shoe nail !

4. Distinguish between the following pairs of sentences :—

- (a) He forgot to do the exercise.
He forgot how to do the exercise.
- (b) This picture is one of my brother.
This picture is one of my brother's.

- (c) I am tired with riding.
I am tired of riding.
- (d) I was disappointed with the prize.
I was disappointed of the prize.
- (e) He set the box on fire.
He set the box on the fire.
- (f) He repaired the Town Hall.
He repaired to the Town Hall.
- (g) He appeared to be rich.
He appeared to have been rich.
- (h) Rama let Govind go to school.
Rama left Govind to go to school.
- (i) The boy came to school late.
The boy came to school lately.

5. Rewrite the following sentences correctly :—

(a) The ship was drowned and we were all perished except I and my father.

(b) He said that he likes the cricket and football and all those sort of things.

(c) No sooner they inquired me who I was writing to than they said to be quick or I will miss the ten o'clock train.

(d) At the time of my appearing to the entrance examination I was nineteen years old.

(e) After I have waited too long time for him, I lost the patience and returned to house.

6. (a) Explain the following phrases and form sentences to illustrate the use of each :—

Give in, give up, give out ; bring in, bring up, bring out, bring off, bring about ; run up, run down, run through ; take in, take to ; fall out, fall in.

(b) Insert appropriate words in the places left blank :—

- (i) Wait here.....I return.
- (ii) Many years have passed.....I saw you last.
- (iii) Take care.....you should fall.
- (iv) A man must do his best.....he may not always succeed.

- (v) I wish to know.....you have been so lazy this year.
 (vi) He who has failed once may succeed the second time.....he tries hard.
 (vii) I could not find out.....he lived.
 (viii) You must get up.....the sun rises.

PAPER 9

1. Write an essay on one of the following subjects :—

- (a) The art of conversation.
 (b) A bazaar in an Indian town.
 (c) The wonders of science.

2. Write two short letters, with date, address, etc., complete :—

(a) To your father or guardian, stating what class you are in at school, what subjects you study and in which of them you make most progress.

(b) To a bookseller's firm, ordering the books used in an entrance class.

3. Reproduce the following story in simple prose :—

A certain Pasha, dead these thousand years,
 Once from his harem fled in sudden tears,
 And had this sentence on the city's gate
 Deeply engraven, *Only God is great.*
 So these four words above the city's noise
 Hung like accents of an angel's voice,
 And evermore
 Saluted each returning caravan.
 Lost is that city's glory. Every gust
 Lifts with dead leaves the unknown Pasha's dust,
 And all is ruin, save one wrinkled gate
 Whereon is written, *Only God is great.*

4. Rewrite the following passage, changing the direct speech into the indirect and vice versa :—

A wolf begged a sheep to fetch him some water from the stream near by. 'For if you,' said he, 'will bring me drink, I will find meat myself.'

'Yes,' said the sheep, 'I have no doubt of it; for, if I come near enough to give you the drink, you will soon make mincemeat of *me*.'

5. (a) Form sentences to illustrate the correct use of the words or phrases :—

Once, at once, once for all, once and again, once in a way; by and by, by the by, by dint of, by way of, by this time.

(b) Derive :—

from <i>peasant</i>	a collective noun
from <i>cat</i>	a diminutive
from <i>strike</i>	an abstract noun
from <i>brass</i>	an adjective
from <i>fire</i>	an adjective
from <i>rise</i>	a transitive verb

(c) Distinguish between :—

Invention, discovery	Visionary, enthusiast
Ingenious, ingenuous	Sailor, sailer
Christendom, christianity	Consequently, consequentially

6. Show clearly how the sentences in the several groups differ from each other in meaning :—

- (a) He writes the language as well as speaks it.
He writes the language as well as he speaks it.
- (b) The master loves the boy better than me.
The master loves the boy better than I.
- (c) Will it be done? Shall it be done?
- (d) I can do it alone. I alone can do it.
- (e) They carry a white and blue flag.
They carry a white and a blue flag.
- (f) The older men are the wiser.
The older men are, the wiser they are.

PAPER 10

1. Write an essay on one of the following :—

- (a) The autobiography of a blackboard.
- (b) The character-sketch of the funniest person you have known.

2. Reproduce the following passage in your own words :—

They never fail, who die
In a great cause. The block may soak their gore ;
Their heads may sodden in the sun ; their limbs
Be strung to city gates and castle walls ;
But still their spirit walks abroad. Though years
Elapse and others share as dark a doom,
They but augment the deep and sweeping thoughts
Which overpower all others and conduct
The world at last to freedom.

3. Expand the following into a narrative, putting all that B says into the direct form of speech :—

A stole B's horse. B complained to magistrate. A, B, and horse appeared before magistrate. A insisted that horse was his. Magistrate unable to decide. B asked permission to prove horse to be his. Permission granted. B threw cloth over horse's head, and asked A which eye was blind. A said left eye. Horse not blind at all. Magistrate adjudged horse to B.

4. Correct errors in the following :—

It will be well if the education is extended to all of the persons, and to encourage spread of learning, such an arrangement like the above Government is making since the last many years, with universal approbation of public. Many a clever persons say education as a best reason of all others of incurring the expense of public. Boys are now learnt to read no sooner are they of eight years in their age. Some much ignorant peoples tell that there is no use of the education ; they are despaired of its success, and are very much angry at those who hope all would learn trading by State expense.

5. (a) Explain the following phrases and form sentences to illustrate their use :—

- | | |
|-------------------------------|-------------------------|
| (i) To take heart | (ii) To take to heart |
| (iii) To have at heart | (iv) To turn to account |
| (v) To call in question | (vi) To set on foot |
| (vii) To throw into the shade | (viii) To make light of |
| (ix) To bring to light | (x) To give quarter |

(b) Insert proper prepositions :—

- (i) He fell.....the water.
- (ii) He was displeased.....me.
- (iii) I am averse.....change.
- (iv) He was angry.....me.
- (v) He wept.....the story.
- (vi) Beware.....the dog.
- (vii) This is foreign.....the inquiry.
- (viii) He is an adept.....philosophy.

c. Explain the following :—

- (a) Half a loaf is better than no bread.
- (b) One good turn deserves another.
- (c) One man's meat is another man's poison.
- (d) He that watereth shall be watered himself.
- (e) The tender mercies of the wicked are cruel.
- (f) The borrower is servant to the lender.
- (g) Strike the iron while it is hot.
- (h) A bird in the hand is worth two in the bush.
- (i) Look before you leap.
- (j) Time and tide wait for no man.

**THE JAMMU & KASHMIR UNIVERSITY
LIBRARY.**

DATE LOANED

Class No. _____ **Book No.** _____

Vol. _____ **Copy** _____

Accession No. _____

**The Jammu & Kashmir
University Library,
Srinagar.**

1. Overdue charge of *one anna* per-day will be charged for each volume kept after the due date.
2. Borrowers will be held responsible for any damage done to the book while in their possession.

THE LITTLE OXFORD DICTIONARY

(640 Pages : Size 5 in. \times $3\frac{1}{2}$ in. \times $\frac{3}{4}$ in.)

BOUND IN CLOTH

Price : Rs 2

NO pains have been spared to make the **LITTLE OXFORD DICTIONARY** a worthy successor to the **CONCISE OXFORD DICTIONARY** (Rs 8) and the **POCKET OXFORD DICTIONARY** (Rs 4-4). Like them it is based ultimately on the unrivalled authority of the great **OXFORD ENGLISH DICTIONARY** (thirteen volumes, £ 30). It is rich in new words and phrases ; common usages of American English are included and are specially marked. The appendixes include a full list of abbreviations ; the pronunciation of difficult proper names ; useful tables of money ; etc.

‘ Should be kept handy by every student of English. ’—*Hindustan Review*

OXFORD UNIVERSITY PRESS

Title NO SIGNATURE TO THE...

Author _____

Accession No. 

Call No.

[illegible]

Title NO. 11222 - 10 lbs.

Author

Accession No.

Call No.

[illegible]

Title NO. 11222 - 10 lbs.

Author

Accession No.

Call No.

[illegible]